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ABSTRACT

The document consists of collected articles which provide information to teachers on constructing goals for K-12 social studies and developing learning activities which implement those goals. The project was undertaken in response to national interest in citizenship education and in an attempt to enable teachers to identify basic skills to which social studies can contribute to offset national test score deterioration, enrollment decline, and program fragmentation. In order to clarify and seek agreement on social studies objectives, the authors identified quality aspects of existing social studies programs, adapted concepts from the social sciences for K-12 usage, and questioned teachers as to why students should study social studies. Although selection of objectives is the main purpose of the document, specific activities are suggested. These include brainstorming sessions to identify concepts and problems, group discussion of data and assumptions, educational games, interviews, newspaper and library work, data analysis, and systematic observation. Materials offered to aid teachers in selecting process, cognitive, and affective objectives include a survey which asks teachers to rank knowledge, attitudes, and competencies from most important to least important; a social studies education rationale questionnaire; a feedback list; and background information on citizenship education and educational improvement. The appendix recommends teaching strategies for dealing with major social studies concepts by discipline and in an interdisciplinary manner. (Author/DB)

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SOME ESSENTIAL LEARNER OUTCOMES IN SOCIAL STUDIES

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SO 010 357

Curriculum Bulletin No. 43

DIVISION OF INSTRUCTION
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An Overview

GOAL

The goal for this section of K-12 Social Studies Program Renewal is to identify, clarify, seek agreement and commitment to some social studies student outcomes (ends) in the knowledge, skill and attitude areas around which we can structure social studies content (means) and develop learning activities for students.

PROCESS

(A) How to identify the **SCOPE** of Social Studies:

This open inquiry is aimed at identifying the parts and pieces of quality K-12 social studies programs. Each of the first four pieces is done concurrently by only one-fourth of the group.

1st Piece (P. vi #1)	What are the problems facing humankind in Today's world? What are the competencies (knowledge, skills and attitudes) *all* citizens need to effectively contribute to our dynamic (democratic) society?
2nd Piece (P. vii #2)	What are the concepts or big ideas from the social studies, or social sciences, that we use to structure K-12 social studies programs around?
3rd Piece (P. vii #3)	What are the typical descriptors that people use to describe or name social studies experiences?
4th Piece (P. viii #4)	What are some descriptors or characteristics of people who have good self concepts?

Each group processes its data prior to posting on the wall and giving a report to total group (P. viii).

5th Piece (P. ix #5)	What are other potential pieces of a total scope of social studies education?

(B) Introduction to, and application of, Social Studies Goals, Broad Objectives and Student Outcomes in knowledge, skills and attitude domains. (P. x)

(C) How to process student objectives:

(P. 1) Read student outcomes and determine if essential to a quality social studies K-12 program.

Determine at what grade level student outcomes can be introduced.

Determine teachers' commitment to each student outcome.

Identify gross level of current performance of student outcomes.

(D) Process for developing a K-12 Social Studies Rationale (P. 27).

(E) Helpful techniques (P. 46).

Social Studies Workshop Activity

Objective: To identify, clarify, and seek agreement on, definition or description of Social Studies Education.

To identify, clarify, and seek agreement on, WHY all students should study Social Studies.

Process: 1) In about five minutes *individually* attempt to outline your answers to *both* tasks. Outline below what you think are some key points that should be included in a definition, or description, of a K-12 Social Studies Program for your students.

2) Outline what you think are some key points that should be included in your reasons for all students to study Social Studies.

After about five minutes find someone you don't know and by interviewing this person find out his/her name, school, teaching assignments and his/her key points to a Social Studies definition *and* why he/she thinks all students should study Social Studies. After a few minutes (3 or 4 minutes) reverse roles and let him/her interview you.

After each has been interviewed find two more pairs and introduce your partner to this group of six sharing his/her views of what Social Studies is and why students should study Social Studies.

Using newsprint, record your group of six's key points to both tasks. Please write large enough to be read when posted on the wall.

Whole group conclusions.

Activities for Selecting Student Outcomes

A PROCESS

GOAL

The goal for this section of K-12 Social Studies Program Renewal is to identify, clarify, seek agreement and commitment to, some social studies student outcomes (ends) in the knowledge, skill and attitude areas around which we can structure social studies content (means) and develop learning activities for students.

RATIONALE

The rationale for this goal includes the need to discover a process of determining what K-12 social studies is and why K-12 social studies is important for all students. The process must result in identification and clarification of some threads, strands or ends, that are visible and can serve as organizers for K-12 social studies experiences for students. These threads, strands or ends, should identify and clarify the knowledge, skills and attitudes that a district's social studies educators have agreed upon and committed themselves to teaching and that students know and can apply to real world situations in the past, present and future. Many social studies educators find difficulty in stating what students know, and are able to do, and what attitudes their students have as a result of the K-12 social studies program.

In a period of enrollment decline, inflation, and media attack on test score deterioration, we need to be able to make qualitative and quantitative statements about our social studies objectives and student progress toward the objectives. In addition, the basic skills movement provides social studies educators with the opportunity to identify the "basic" skills to which social studies can contribute.

Another national movement gaining much needed attention is the "Effective Citizenship" effort. The Council of Chief State School Officers recently released such a statement which was endorsed by the National Council for Social Studies. Social studies educators need to be informed about the explicit goals and rationale described in this document and incorporate the goals and rationale in all K-12 social studies programs. According to the Chief State School Officers, Citizenship education should:

1) Contribute to the student's knowledge and understanding of civic affairs and political institutions and processes;
2) Increase the student's understanding of personal responsibilities, and rights,and the rights of others;
3) Raise the student's awareness of citizen-group activities and goals and their significance;
4) Contribute toward the student's responsible participation in civic affairs.

Over the years, the educational systems have only allocated money and time resources to classroom teaching and learning which relate to the implementation function of management systems. It is now time to increase the awareness of decision makers that staff needs time and money for assessing, planning, evaluating and reporting in addition to implementation. It is essential to use some management systems research to help educators assess needs, develop plans, evaluate progress, and report progress to the community.

In Minnesota, the 1976 Legislature required all Local School Districts to plan, evaluate and report to local citizens through the media by August 1979. The planning includes identification of goals, development of learning programs to implement the goals, and evaluation and reporting the progress toward the goals to the community. This legislation requires all districts to identify, clarify, seek agreement and commitment to some social studies student outcomes.

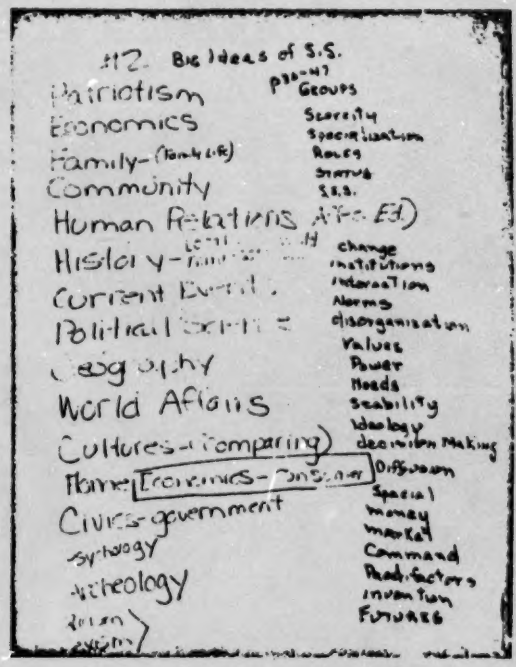
PROCESS

10-15 mins.

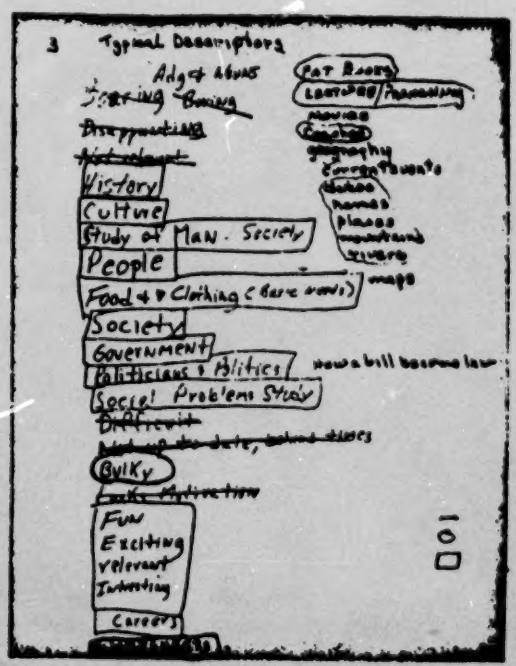
A process for achieving the goal of K-12 social studies program renewal begins with a series of small-group brainstorming activities that attempt to identify, and begin to clarify, the *scope of* social studies education. These activities were designed to be used with social studies educators, students and community members, either together or at separate sessions. This first activity can be done with as few as sixteen and as many as 100. Small groups of 4 to 8 around a table work best, with each group equipped with a large sheet of newsprint and a marking pen. Each group is assigned one of the four tasks. The tasks are:

1) Identify, by brainstorming, the most important problems facing humankind in today's global village; e.g., racism, war, poverty, inflation. After about five minutes, start a new list by brainstorming the competencies (knowledge, skills, and attitudes) that all citizens need in order to cope, or deal, with the problems listed in the first brainstorm; e.g., thinking skills, cooperative skills and critical reading skills.

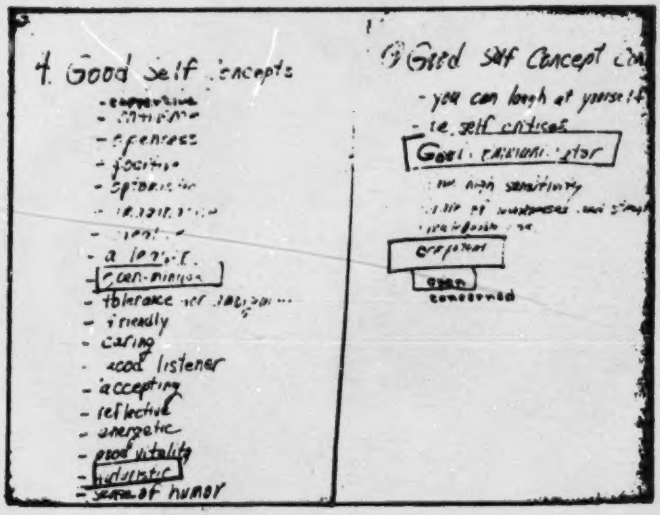
2) Identify, by brainstorming, the "big" ideas or social science-social studies concepts that are used to organize K-12 social studies programs; e.g., continents, time, supply, latitude (see pages 48-62 in "How to do Social Studies Program Development.")



3) Identify, by brainstorming, the nouns *and* adjectives that people use to name or describe social studies education in general; e.g., "boring" dates, countries, wars.



4) Identify, by brainstorming, the descriptors or characteristics of people who have good self concepts; e.g., secure, good listeners, supportive.



It is important to review brainstorming rules by calling attention to the following:

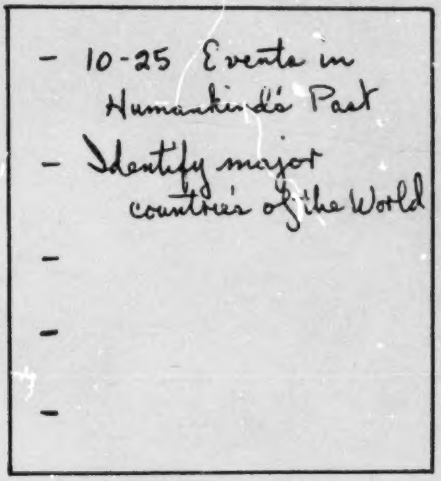
1) One person records *all* ideas, including own.
2) Do not discuss or ask for clarification.
3) Do not worry about over-laps or redundant suggestions.
4) Do not worry about spelling.
5) Everybody listens to all ideas and, if ideas are coming faster than recorder can write, don't let anyone's suggestions be missed. Nothing kills productive brainstorming faster than when someone's idea is not recorded.
6) The purpose is to record many ideas in a short period of time.

After the four tasks have been brainstormed, and prior to posting on a wall for all to see and add to, each group is asked to draw lines through any items that shouldn't be in a quality K-12 social studies program. In addition, the group should circle all items that should be de-emphasized and box all items that should receive more emphasis.

One person in the group should post these lists on a wall. A second person should be prepared to give a brief report to the total group reviewing the brainstorming task (see No. 1 above) of the small group and summarize the group's findings. Frequently, this report includes comments about items where there were differences of opinion that emerged during circling or boxing or crossing out. The reporter might conclude by asking the total group for any additions to the lists.

After the four reports the leader asks the total group for any suggestions for additional items or additional lists. Remind the group that these lists should contain all parts or pieces for the total scope of a quality K-12 social studies program for students.

5) One frequent suggestion for additions is the need for a "content" list. This list generally includes such items as names of key countries, important events and people and, in general, much of what frequently goes on in social studies classrooms. It is important for the leader to record these suggestions but not permit discussion about the suggestions at this time.



Ideally, at this point the group feels that the total *scope* of social studies is revealed on the wall. Another feeling that generally emerges is one of frustration over the tremendous scope of social studies education. This frustration is desirable and leads to the search for an organizing theory — which is the next activity. These lists should be kept, added to and posted during future departmental meetings, when decisions about courses, units, and materials are made. This concludes the scoping activity and leads us to a sequencing theory.

INTRODUCTION TO THE FORMAT

The document entitled "Social Studies Student Goals, Objectives, and Student Outcomes"* contains a process for identifying, clarifying and seeking agreement and commitment to *some* knowledge, skill, and attitude student objectives that can serve as criteria for organizing a K-12 social studies program. The leader should overview the organizational format of the document. Roman numeral I is the knowledge goal of the program. Roman numeral II is the processing skills goal and. Roman numeral III is the attitudinal or affective goal. The capital letters or upper case letters describe the broad objectives for social studies. The arabic numbers are the most specific and, probably, the most helpful for classroom teachers.

Please ignore the four columns for the time being and read each broad objective which is identified by a capital letter: See example below, Section I: Cognitive Objectives — A. 1; Section II: Process Objectives — A.1. *These are just a sample;* additional student outcomes included in complete document starting on Page 1.

SECTION I: COGNITIVE OBJECTIVES

Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.

SECTION II: PROCESS OBJECTIVES

Develops the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

1. Clarifies vague and ambiguous terminology.

• • • • •

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.

• • • • •

SECTION III: AFFECTIVE OBJECTIVES

Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics.

APPLICATION ACTIVITY

The next step is to participate in a social studies student learning activity which takes about twenty minutes and will then be applied to the "Social Studies Student Goals . . ." document.

This activity is designed for a small group (4-8). The directions are for each group to sort the *twelve data cards*** that will result in two groupings each describing a community. Please note that the data cards include two cards headed by physical settings, daily routines of children, daily routines of adults, networks, domestic settings and making a living. Each community should have one card from each of the six headings.

When each small group completes the sorting, the next step is for the group to infer from the data describing each community what some of the values are of that community and record the values.

PHYSICAL SETTING

The community is located on one of the several wide rivers which are part of a network of rivers and creeks which flow to the ocean. The land closest to the ocean is swampy, but inland for about 100 miles to low rolling mountains, the land is rich for farming. Trees are plentiful. The area in which this community is located has a temperate climate of long, hot summers and somewhat shorter but cold winters.

There are not many harbors along the ocean, but the rivers can be navigated by large ocean-going vessels. People travel by horse and carriage as well as by small boats.

The community center is composed of a large elegant house. Four large buildings and numerous smaller buildings and cabins surround it. It is the hub of all activities of the several hundred people who work and live here. There are many small farms in the area and several large ones at great distances from one another. There are only a few towns in the region.

PHYSICAL SETTING

The community is located along the natural harbor of a river which opens into the ocean. There is very little farmland within the boundaries of the community itself, but fertile farmlands adjoin the community's borders. Vast oak forests also exist nearby, a source of excellent quality timber. The river itself abounds with fish, especially sturgeon, and small craft can easily reach the fishing banks lying offshore. The climate of the region varies with the seasons. Winters tend to be long and cold, springs mild and wet, summer hot and humid.

This small community stretches for 2 miles along the river. Most of the people live in houses which line the streets of the community's center. Two main streets run parallel to the river and lead into the principal business district. Side streets link together the residential and business areas. The focal points for the community's commercial activities are the wharves on the river. Most people travel by foot or horseback for short distances and by stagecoach and ship for long-distance travel. The community is also connected to the outside world by a regular mail-service and newspaper delivery.

DAILY ROUTINES OF CHILDREN

The majority of children spend their day in learning. There are three schools in this community, one free grammar school and two writing schools. Children are taught reading, writing, and arithmetic. There are several private schools for education of young ladies. In addition to writing, grammar and arithmetic, they learn needlework. Some families hire private tutors for their children. Most boys from wealthy families are expected to attend college and prepare for it by attending private academies or by studying Latin and Greek at home with tutors. Some sons of merchants do not go to college, but after graduation from a private academy go to sea or to work as a clerk in a merchant's countinghouse.

DAILY ROUTINES OF CHILDREN

The majority of children in this community spend their time at work and at learning. Children of farmers help in the tasks that must be performed. The most common form of education for these children is an apprenticeship system. At an early age they leave their homes to live with other families for the purpose of learning a trade. The master of the family agrees to instruct the child in a trade — that is, as a cooper, a carpenter or a blacksmith, etc. The master of an apprentice can command an apprentice to any task.

There are very few free schools in the region and the children of wealthier families are sent to private boarding schools in England to get an education. Some families hire private tutors. Children who are tutored in their own homes usually spend their day in the school room. They begin at 8 and study until 12 noon, then resume their classes after lunch. They are instructed in writing, reading and grammar. Boys study Latin and Greek. Girls are also instructed, but not in difficult languages. During their free hours — school ends at five — these children join their parents in hunting, fishing, in visiting their neighbors, and perhaps in going to a fair, where they can watch a horse race.

*See page 1 of this document.

**Four sample data cards. See Appendix for complete set. (P. 15)

x

While the small groups are sorting and inferring values, the leader should write the following on blackboard or newsprint:

Concepts	Content	Skills	Attitudes	Group Dynamics
Physical Setting Routines of Adults Routines of Kids Making a Living Domestic Setting Networks Values				

The above categories include five ways of discussing methods of teaching and learning.

Concepts

When one understands *concepts* like physical setting, routines of adults and children, and making a living, one is equipped to study any community in the world — past, present or future. There is high transfer value to concept questioning; such as, What are some characteristics of the physical setting? What are some of the routines of adults and children? And how do male and female differences show up in both adults and children? In short, all lessons should focus on powerful concepts that have transfer value to one's own environment and experiences. For a more detailed list of social science concepts see appendix page 48.

Content

Not much discussion about the *content* column is really necessary here because most teachers have been using good questioning skills to help students understand the type of content used in this card-sort.

Group Dynamics

Moving to the group dynamics column, one needs to point out that group dynamics, as it is used here, is focusing on all behaviors of the small group, from the time the group receives the packet of twelve cards until the activity is completed. Discussion should focus on who, how and when decisions were made in the small group; such as, who decided to pick up the packet, remove the staple, read and/or distribute the cards, and how and who would read the cards. Many decisions were probably made by both the individuals and the small group. The small group should attempt to individually recall who made suggestions, and how the suggestions were received and accepted by others. Frequently students will make suggestions on how to process the data only to be told that their idea is dumb or stupid. Adults are much more subtle. Some demonstrate leadership skills in ways that appear bossy, which may be in the interest of self but not others. Obviously, the process of any activity necessitates interaction of the students. This group interaction needs to be monitored, or recalled, to be discussed, and the discussions should include concepts, content, affective skills, as well as cognitive skills. Many teachers have indicated that this card-sort and discussion about process has been extremely helpful to their understanding of how the cognitive skills and affective dimensions fit together, and really are happening concurrently, when students are interacting within small groups.

Skills

Attitudes

Discussions about the *skills* and *attitude* columns will take place when we "apply" this total card-sort activity to the student outcomes document in the next step of "Selecting Student Outcomes."

It is now time to again focus on the document "Social Studies Student Goals, Objectives and Student Outcomes." One third of the total group should look at Roman numeral I and concentrate on the arabic numbered student outcomes. The task is for each person, individually, to skim the student outcomes and identify those that he, or she, did while the small group was sorting the cards on the two communities, and inferring the values of each community. Each person is asked to keep track of how many he, or she, did while sorting the cards. They may report this as a fraction 8 out of 10, or as a percentage 80%.

Another third of the large group should skim the student outcomes under Roman numeral II and keep track of the fraction, or percentage, of student outcomes they did during the total card-sort activity.

The other third of the large group should individually skim Roman numeral III — student outcomes. The task is to see how many they did, either individually, or in their small group, during the card-sort, noting the decisions on how to sort the cards and make inferences on each community's values.

The reports from each of the three groups generally conclude that, of those student outcomes they skimmed, they actually "did" at least 50%, and frequently the reports were as high as 90%. These reports demonstrate to the whole group that knowledge, processing skills and attitude student outcomes happen concurrently in teaching-learning activities involving small group interaction. The reports also demonstrate that, in a twenty minute card-sort activity, over 50% of the long list of student outcomes were demonstrated or used by the learner. The skimming and reporting activity lessens the frustration of seeing the student outcome list as a linear one, and re-enforces the notion that teaching for student outcomes is not another irrelevant "lay on" by some outside force.

It becomes evident that if a district can identify, clarify, seek agreement and commitment to, some student outcomes on a K-12 basis, each teacher of social studies will be more comfortable and able to make qualitative and quantitative statements about learning in social studies programs, because all K-12 teachers are teaching for *some* student outcomes.

You now have been introduced to *a* process of identifying and clarifying student outcomes for a K-12 social studies program. Criteria for decision-making include: a list of problems facing humankind and the competencies needed to cope with the problems, a list of the big ideas of social studies, a list of typical descriptors used to describe or name social studies, a list of characteristics of good self concepts, a list of potential content to be included K-12, and a potential list of student outcomes in the knowledge, skill and attitude domains.

PROCESS FOR SELECTION

If your district finds this helpful, you are ready for the next step. This relates to the four columns on the "Social Studies Student Goals, Objectives and Student Outcomes" document.

Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequately, Weak, Not At All

School District's Renewal Process leadership now decide how large a sample of K-12 teachers must be selected to react to the four columns. Each of the columns is self-explanatory. In Column One the participant is asked to react to each student outcome in terms of whether it is essential or not. Column Two asks for opinions on what block of grades the student outcome can be *introduced.* Generally speaking, secondary teachers feel most student outcomes should be introduced in junior or

senior high; but elementary teachers feel most can be introduced at the primary level. When elementary teachers give examples of how they would introduce a student outcome to primary students, secondary teachers agree that the student outcomes can be introduced to primary students.

The third column asks whether teachers will commit themselves to teaching each student outcome. This data is helpful when determining which student outcomes will be taught and, hopefully, caught by students K-12. The list of student outcomes that have K-12 commitments can then be used to communicate to clients what the K-12 social studies goals and objectives for the district are. Most teachers also feel more comfortable now that they know what their colleagues expect from their contribution to the K-12 social studies program.

The fourth column is an attempt to have teachers begin thinking about evaluation, and the long term needs they may have for evaluating and reporting student progress.

The process of sampling K-12 teachers of social studies, and the results of reacting to the four columns, will take some time. Many teachers have said that reaction to the four columns takes about two hours. The Renewal leadership may want to request release time for the teachers.

IN most cases *all* the student outcomes are approved by those sampled. The next step is to communicate which student outcomes are tentatively adopted by the K-12 teachers of social studies.

PROCESS FOR LINKING

The next step is of critical importance to many teachers who have experienced this model and how they feel about the whole process. Because of this it might be advisable to share this step with them at an earlier time. One point at which this might be done is after the format overview, when they were introduced to the outline of Roman numerals, upper case letters, and student outcomes (see page ix). If they will look at Roman numeral I A 1), they will find the student outcome which says "Identify some groups that human beings form . . ." Encourage them to visualize two sub-parts to this outcome labeled lower case a) and b). Lower case a) is where each teacher links that student outcome to the content they teach. An example would be: "Identifies five groups human beings formed during the American Revolutionary War (1770-1785) and gives two reasons why each group formed, and selects one of the groups and tells how it was formed." This linking activity assures social studies teachers that the content they have been teaching can be the means to the student outcomes or ends. The teachers may also be asked *about* how many times during their course that particular student outcome may be taught.

The lower case b) asks the student to demonstrate that he or she understands sufficiently to apply the student outcomes to his or her environment — community, peer group or family.

"How do you evaluate this stuff?" is a frequent question raised at this point. National Assessment of Educational Progress has test items that can be used for evaluating the student outcomes. Also, many State Departments of Education have test items that can be used. Minnesota, Massachusetts, Louisiana are some states that have developed items. Some standardized test publishers like Educational Testing Service are seriously considering using the same student outcomes as criteria for their tests in the future.

The lower case a) student outcomes can be evaluated only by the teacher because those outcomes involved the teacher's selected content. The lower case b) student outcomes can be demonstrated only by the student, because he or she selected the "content" for application. So, as you can see, we have at least a three-tiered evaluation system. One level includes the national or state items. The second level is the teacher items. The third level includes the student application to his or her environment.

a. Link above statement to teacher's content, e.g., identify five groups people formed during the American Revolutionary period (1770 to 1783) and give at least two reasons why each group was formed.

b. Link above statement to the student's environment, e.g., identify five groups that human beings form in your community and give at least two reasons why each group was formed.

CONCLUSIONS:

SOME ESSENTIAL LEARNER OUTCOMES IN SOCIAL STUDIES

Note: Roman Numerals are Goals, Upper Case Letters are Broad Objectives, Arabic Numbers are Student Outcomes.

Social Studies Student Goals, Objectives and Student Outcomes

SECTION I: COGNITIVE OBJECTIVES	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge to new situations and data.				
A. Acquires knowledge about social organization.				
1. Identifies some groups that human beings form (e.g., family, peer, community, national, international) and indicates some reasons why and how these groups form.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies some preferences among people that lead to group identification (e.g., common interest, common heritage).	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures and indicates how and why these functions change; gives explanations of the consequences of these changing functions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Describes some of the functions of basic institutions (e.g., educational, legal, religious, financial, health care, business) in various cultures and indicates how and why these functions change.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Identifies "cultural universals" such as shelter, food, communications, socialization, family oranization and religion; recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
6. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city) and describes similarities and differences between these patterns.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective— Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
B. Acquires knowledge about the relationships between human beings and social environments; understands some of the effects of these relationships; and makes value judgments about the consequences of these relationships.				
1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation, attitudes toward other people and institutions, and cultural perceptions) and compares these influences with those in other cultures.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies individuals and groups whose efforts, ideas, or inventions have significantly affected the lives of other human beings and describes their contributions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Describes major changes that have occurred in the way people live or work (including one's own life) and explains what ideas and inventions helped bring about these changes.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Describes some ways ideas, customs, and inventions have been transmitted and spread from one people to another.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Describes some innovations (ideas or inventions) and explains how these innovations have affected social life.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
6. Describes some factors that might promote or inhibit change, and generalizes about their effect on society.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
7. Describes and evaluates some of the effects of population density and growth on the way people live.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
8. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and in other societies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
9. Gives examples of some effects on social institutions that may result from contact between cultures.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
10. Explains how various ethnic groups (both within and outside a society) have contributed to the development of a particular culture.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
C. Acquires knowledge about the relationships between human beings and the physical environment; explains some of the effects of these relationships; and makes value judgments about the consequences of these relationships.				
1. Identifies the major features of the physical environment and knows some of the general characteristics of regions and regional patterns in the world.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Describes ways human beings have adapted to or modified their physical environment; explains some reasons for these changes; describes and evaluates the effects of such changes.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Explains and evaluates ways in which natural resources have been allocated, utilized, and conserved in the community, regions, the nation and in other societies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
D. Acquires knowledge about decision-making processes.				
1. Gives examples of some decisions made at home, in school, in peer groups, or at work, which affect the individual; identifies who makes these decisions and describes how these decisions have affected individual behavior	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies decisions made about the production and distribution of goods in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
3. Identifies some decisions made about services (e.g., protection, health care, transportation) in community, state, national and international situations; suggests some reasons for these decisions and indicates possible effects of these decisions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Explains the influence of geographic location, life style, advertising, level of income, peer pressure, and governmental action, on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Demonstrates knowledge of the reasons for rules and laws within a society.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
6. Describes some of the reasons why people form governments.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
7. Identifies the structure and function of government within their school and community.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
8. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision-making.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
9. Explains the formal and informal relationships among the branches of the federal government and analyzes the importance of these relationships in decision-making.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
10. Identifies the changing relationships in the division of power between local, state and national governments, and analyzes some effects these relationships have on the decision-making process.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
11. Identifies specific interests of some of the major economic, social, and political organizations in the United States and describes some influences these groups have on the decision-making process.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
12. Compares, contrasts and evaluates ways individuals or groups can support or effect changes in decisions that have been made.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
13. Identifies situations (e.g., home, school, peer groups, community, national, international) where individual or group participation in decision-making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
14. Identifies and explains factors affecting political decision-making by elected officials.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
15. Identifies some factors (e.g., lack or distortion of data, no clear cause-and-effect relationship, impact of time, conflict of values) that make political and economic decision-making processes difficult and uncertain.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
16. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
17. Identifies major factors which have contributed to the economic and political development of a particular country; explains how some of these factors have influenced the decision-making process.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
18. Identifies and explains some of the political and economic interactions among nations.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
19. Identifies some systems that various nations have developed to involve the general population in decision-making, and describes how these systems have evolved over time.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
20. Explains how an analysis of the political and economic decision-making processes employed in the past can help in making decisions about the future.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
E. Acquires knowledge about conflict and the impact it has on individual and group relationships, and makes value judgments about these relationships.				
1. Identifies potential sources of conflict in groups (e.g., family, peer, school, community, national and international).	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict; predicts the consequences of the conflict.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Identifies ways people react to conflict in family, peer, school, community, national and international situations, and evaluates those reactions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Identifies ways conflict has been handled in family, peer, school, community, national, and international situations, and evaluates the methods used in handling such conflicts.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Explains how conflict may affect relationships between individuals and between groups of people.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
6. Gives constructive ways of handling conflict situations.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
F. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the times and places in which people live influence their beliefs, values and behaviors.				
1. Identifies objects, feelings and ideas important to people in different places, and at different times, and explains why some things are valued more in some places and times than in others.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Describes ways people express their feelings and preferences for objects and ideas.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Infers beliefs, values, and life-styles from information about the times and places in which people live.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

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	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
G. Demonstrates knowledge of ways beliefs and values are transmitted in various cultures.				
1. Compares and contrasts the ways beliefs and values are transmitted in their society with ways by which beliefs and values are transmitted in another society.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Describes ways beliefs and values are transmitted between cultures.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
H. Acquires knowledge about some of the influences, beliefs and values have on relationships between people.				
1. Gives examples of influences of beliefs and values of members of one's own family or peer group, and explains some of the possible effects of these influences.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Compares and contrasts the beliefs and values of two groups of people, and suggests the effects that the similarities and differences in beliefs and values may have on the relationship between these two groups.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation, and explains the consequences of each alternative.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

SECTION II: PROCESS OBJECTIVES II. Develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues.	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
A. Identifies the central problem in a situation; identifies the major issue in a dispute.				
1. Clarifies vague and ambiguous terminology.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Distinguishes among definitional, value and factual issues in a dispute.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.				
C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.				
1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations, fiction.)	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Distinguishes between relevant and irrelevant sources.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Distinguishes between reliable and unreliable sources.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
D. Demonstrates ability to use reliable sources of information.				
1. Uses more than one source to obtain information.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Develops questions appropriate for obtaining information from sources.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Records observations and information obtained from sources.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Identifies points of agreement and disagreement among the sources.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Evaluates the quality of the available information.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.				
1. Identifies central elements in information.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Classifies information.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

3.	Distinguishes statements of fact from statements of opinion.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
4.	Distinguishes statements of inference from statements of fact.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
5.	Identifies stated opinions, biases, and value judgments.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
6.	Differentiates between points of view.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
7.	Recognizes logical errors.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
8.	Recognizes inadequacies or omissions in information.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
9.	Makes inferences from data.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
10.	Identifies cause and effect relationships.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
11.	Recognizes interrelationships among concepts.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
12.	Identifies nature of sample.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
13.	Identifies stated and unstated assumptions.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
14.	Summarizes information.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
F.	Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.																		
G.	Validates outcome of investigation.																		
1.	Tests solutions to problem or issue when possible.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
2.	Modifies solutions in light of new factors or considerations.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
3.	Analyzes trends and modifies predictions when necessary.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
H.	Appraises judgments and values that are involved in the choice of a course of action.																		
1.	Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
2.	Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
3.	Applies the established criteria to actual and projected consequences of a proposed course of action.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
4.	Selects and defends a position or course of action consistent with the established criteria.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N

SECTION III: AFFECTIVE OBJECTIVES III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; is developing a positive self-concept.	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
A. Expresses awareness of the characteristics that give one identity.				
1. Identifies a range of individual (personal) characteristics.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies the characteristics of the individuals, groups, institutions or associations, with which one identifies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Identifies the similarities and differences between one's own characteristics and those of the groups with which one identifies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
B. Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies, and correlates those goals.				
1. Identifies one's own goals.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies the goals of the individuals, groups, institutions or associations, with which one identifies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies; recognizes the societal barriers to full development that may exist; suggests ways of maximizing one's effectiveness.				
1. Identifies one's strengths.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Identifies the strengths of the groups, institutions and associations, with which one identifies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Recognizes the societal barriers to full development that may exist.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Suggests ways of maximizing one's effectiveness.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

	Essential for a K-12 Social Studies Program — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	If essential, on which grade level can it be introduced? Primary, Intermediate, Junior High, Senior High	In my social studies classes I will teach for the objective — Strongly Agree, Agree, No Opinion, Disagree, Strongly Disagree	In your opinion, how well do you *think* your students can demonstrate each statement? Perfectly, Adequate, Weak, Not At All
D. Examines own beliefs and values and the relationship between these and behavior.				
1. Describes and explains own feelings and preferences about people, beliefs and ways of life.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people, and for judgment of own beliefs and actions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
4. Demonstrates a growing awareness of responsibility for one's own behavior.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
5. Demonstrates awareness of one's own acts and of how they affect others.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
6. Describes own personal response (action or attitude) to a dilemma situation and the possible consequences of the response to self and others.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
7. Identifies own beliefs and values, and those of others, in a dilemma situation involving members of family or peer groups.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
8. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses, and selects and defends a position.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
E. Develops the human relations skills and attitudes necessary to communicate with others.				
1. Has positive interactions with individuals of all races, cultures, religions, mental and physical characteristics, when presented with such opportunities.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
2. Respects the rights of others to behave in humanistic ways congruent with their value systems.	SA A NO D SD	P I J S	SA A NO D SD	P A W N
3. Encourage others to express their feelings and opinions.	SA A NO D SD	P I J S	SA A NO D SD	P A W N

4. Demonstrates understanding of others' viewpoints and feelings.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
5. Asks for clarifications and elaboration of ideas of others. Clarifies and elaborates own ideas.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
6. Provides emotional and intellectual support for others.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
F. Expresses awareness of the physical, intellectual and social conditions of human beings, and suggests ways these can be improved.																		
1. Expresses an interest in the physical, intellectual and social conditions of human beings.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
2. Suggests ways society can help improve the condition of human beings.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
3. Suggest ways one can personally and practically help in improving the conditions of human beings.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
G. Demonstrates a commitment to individual and group rights and acts in support of equal opportunity.																		
1. Demonstrates respect for the moral and legal rights and basic freedoms of other people, and indicates why such respect is important.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
2. Acts in support of the rules or laws of one's society; works responsibly to change those laws which function unjustly.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
3. Demonstrates an interest or willingness to act in supporting open and equal opportunity, and explains why this is important.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
4. Participates individually, or with others, in removing legal, social, educational and economic obstacles to the full development of individuals or groups.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
H. Demonstrates effective involvement in social interaction.																		
1. Participates in making decisions at home, in school, in peer groups or at work.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
2. Participates in setting, planning, achieving and evaluating the goals of the groups to which one belongs.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
3. Participates in social, political and economic activities carried on in own community.	SA	A	NO	D	SD	P	I	J	S	SA	A	NO	D	SD	P	A	W	N
I. Is developing a positive feeling about one's self.																		

Social Studies Education Rationale*

SA — Strongly Agree
A — Agree
NO — No Opinion
D — Disagree
SD — Strongly Disagree

Definition: A rationale is a statement of philosophy (I believe statements), why I believe this, and implications for students.

I. ASSUMPTIONS ABOUT PEOPLE

People differ in many ways, including the ways in which they learn and in which they find emotional and intellectual satisfaction. These differences add strength to a society, not weakness; they promote creative ideas and a diversity of alternatives for achieving happiness which add richness to life in a society. Acceptance of these differences among people is crucial if people are to learn to value cultural diversity, or if they are to have equal opportunities to develop up to their potential. SA A NO D SD

We believe that human beings have a basic intellectual curiosity which, if not stifled, makes one capable of becoming an independent learner and participant in the society of which one is a part. One is capable of becoming a rational thinker who weighs alternatives in the light of their probable consequences and one's own values. SA A NO D SD

One's beliefs about the good society and good citizenship in a democratic society, as well as one's philosophical position about education, are based in part upon one's beliefs about human beings. SA A NO D SD

People have emotional needs as well as intellectual needs. The need for human affection and for feelings of self worth are of critical importance to the individual's well being. Intellectual development may add to one's feelings of self worth and competency, although it is certainly not the only factor in the development of a good self concept. People's feelings about self grow out of relationships with others and their perceptions and treatment. Consequently, human beings need a society which values human dignity if they are to achieve the emotional satisfactions so important in their lives. People's intellectual and emotional needs are interrelated, however. SA A NO D SD

Rational thought is needed both to help one develop a consistent value position and to achieve goals which one sets for oneself. Intellectual insights help one achieve emotional satisfaction and happiness. SA A NO D SD

Implications for Social Studies Learner Outcomes for Schools

*Adapted from an original document developed by Prof. Edith West, University of Minnesota, with permission.

II. ASSUMPTIONS ABOUT THE GOOD SOCIETY AND ABOUT GOOD CITIZENS IN A DEMOCRATIC SOCIETY

A society which values diversity and free choice will inevitably have differences arising over conflicting goals and interests. The good society is one in which people are committed to processes of resolving conflicts short of the force and violence which disrupts societies and human lives. It is one in which political power is shared widely as the society tries to resolve such conflicts. In the good society people have a feeling that they can influence political events and the political process.

SA A NO D SD

The good society is one which promotes human dignity, freedom of choice, and the well-being of individuals. Such a society helps people achieve a sense of self worth and a commitment to some kind of value system which makes life seem worthwhile. Since human beings differ, such a society must cherish diversity, not uniformity, while still providing enough common ground to hold the society together. It must strike a balance between the rights of individuals to make free choices in their own interests and their right to make choices which may affect adversely similar rights of other members of the society. It must promote social sensitivity to the needs of others.

SA A NO D SD

Since the good society is one which promotes human welfare, it is also one in which people who are living in a rapidly-changing world must be willing to make changes in institutions as old institutions no longer meet the needs of members of the society. However, the good society is one in which people make choices on a rational basis as well as in terms of their values, thus increasing their prospects of achieving their own goals and the goals of society at large. The good society, then, must be thought of as dynamic rather than static. It is always in the process of becoming — of evolving in the light of changes in the world and changing human goals to meet the changing needs of its members. It can be no utopia in which all goals are achieved once and for all. However, the good society is one in which people are committed to the goals of human dignity and welfare and work toward these ends. These views of the good society indicate an obvious commitment to a democratic society and are related to the way in which we define good citizenship in a democratic society.

SA A NO D SD

The good citizen is committed to the examination of social attitudes and data, and values independent thought; one accepts evidence even when it contradicts one's prejudices and preconceptions. One has developed a number of skills involved in the critical examination of proposals and ideas.

SA A NO D SD

Good citizenship cannot be defined narrowly in terms of voting and participation in politics and in voluntary community organizations. Empirical data do not even support the idea that an extremely high rate of continuous participation in political activity helps promote a stable democracy. Nevertheless, a large number of people do need to participate actively if a democratic society is to survive. Moreover, it is important that people believe that they can affect the political process, if and when they wish to participate, such as at times when they feel strongly about issues and candidates. In addition, citizens need to exert influence between campaigns if they are to have much impact upon government affairs. Voting is only one way, and frequently not the most important way, of influencing what happens in the political arena.

SA A NO D SD

Cognitive skills and knowledge are not sufficient for good citizenship. The good citizen in a democracy accepts democratic values and assumptions. One values human dignity, human welfare and diversity in human behavior. SA A NO D SD

Since so many of society's problems lie in the areas studied by scientists, the good citizen uses the sciences to help make rational decisions in personal relationships, economic activities, and as one participates in political affairs. One tries to keep abreast of current affairs and problems. SA A NO D SD

The quality of participation seems crucial. Participation in a democracy should be based upon careful investigation and rational thought. Individuals who participate need to be able to think critically and to differentiate between value judgments and inferences as they examine value conflicts. They should be committed to rational thought as a means of understanding social data and so helping to solve societal problems, even though final decisions will be made in terms of value judgments. In other words, they need to think rationally and seek out needed information to help them select the alternative, or combinations of alternatives, most likely to achieve goals. SA A NO D SD

Commitment to human dignity permeates relations with other people, not just choices on issues related to broad societal problems. One is sensitive to the needs of others and to their feelings, and works effectively with them on joint concerns. SA A NO D SD

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The good citizen is committed to the basic ground rules by which a democracy settles disputes which arise among citizens and groups. One supports freedom of thought and expression for those with whom one disagrees as well as for oneself and those who agree. One values due process and acts to protect it, and accepts the will of the majority until it can be changed by peaceful means or unless no avenues remain open for peaceful change. One acts to protect the rights of minorities and individuals. SA A NO D SD

The good citizen examines values and attempts to work out a consistent value position within a hierarchy of values, and takes action consistent with value positions. SA A NO D SD

The good citizen has developed a positive self concept. One study has shown that those lacking emotional security are unlikely to be good citizens in their relationships with others. The good citizen respects self and believes that one has some control over one's own life, and is an independent learner and participant in democratic processes. One believes in one's own political efficacy and in one's own ability to make decisions and achieve a respected place in society. SA A NO D SD

Since the good citizen is committed to human dignity and welfare, one works for changes in society, when changes are needed to achieve these broad goals. One does not support the status quo or reject all changes just because one dislikes change. Neither does one equate change with progress. Skeptical of panaceas, one examines rationally all proposed changes, looking for possible unanticipated consequences, as well as the probable effects of a proposal on the problem which it is designed to overcome. SA A NO D SD

Implications for Social Studies Objectives for Schools

III. ASSUMPTIONS ABOUT TRENDS AND ISSUES IN SOCIETY

We live in a society in which the complexity and size of enterprises, public and private, tend to dwarf the individual and make it difficult to feel that one has much control over one's own life, let alone any impact on shared decision-making. It is far more difficult than in less complex societies, with smaller and more homogeneous groups, for the individual to develop a feeling of self-worth and a feeling of efficacy, including political efficacy. SA A NO D SD

Societies are never utopias. There is always a gap between ideals and reality, and today the young are becoming more critical of this gap. There are also trends in society which create new problems, or intensify old ones, and which require skills and knowledge to solve. The trends and persisting problems of any society should affect the role of the school in that society. Only a few of these trends and problems can be delineated here. However, these few have implications for goals for students in schools, for competencies needed by teachers, and for pre-service and in-service education programs. SA A NO D SD

We live in a society in which disaffection and alienation seem widespread. Many people seem to have minimal value commitments of any kind by which to guide or give meaning to their lives. People who have become alienated from the values of their culture, and who have not developed a pattern of values by which to guide their lives, tend to be unhappy people. Without consistent value patterns, the individual develops a "sense of aimlessness" and "great anxiety." Such individuals are also much less likely to participate in political affairs than those who accept major group values and/or have developed a consistent value pattern of their own. They are also more likely to be uncritical of panaceas and theories of single causation in the sciences. SA A NO D SD

We live in an interdependent world with many social and political problems. International events impinge upon our everyday lives. In such a society people need to learn more about other parts of the world, and to examine more critically different points of view about international relations, than they would in a society with fewer contacts with the outside world. They need to develop less ethnocentric attitudes and a sense of the dignity of people all over the world, not just in their own country. They need to become sensitive to the feelings and attitudes of others, so that they can better understand how actions of our country may affect the people of other nations. SA A NO D SD

We live in a society in which the number of unstable and broken families is high. As a result, many students in schools and colleges face personal emotional problems which interfere with their learning and their happiness. SA A NO D SD

Within our society, population growth, and the movement of people from rural to metropolitan areas, have compounded a number of social and economic problems. For many people, urbanization has brought increasing contact with groups with different points of view and backgrounds. It has created increasingly serious problems of housing, education, and pollution. Indeed, we live in a society in which deterioration of the environment threatens the future existence of human life, certainly the quality of living on this earth. SA A NO D SD

We live in a society of relative abundance marred by poverty among many of its people. However, we also live in a society in which resources essential for our way of life have been, and are being, wasted so that shortages exist or threaten for the future. SA A NO D SD

We live in a society marked by racism, sexism and strife of various kinds, in a society which has failed to achieve equality of opportunity for all. SA A NO D SD

Implications for Social Studies Objectives for Schools

IV. ASSUMPTIONS ABOUT KNOWLEDGE

One's beliefs about knowledge have obvious implications for goals for all students. Consequently, it is important to make these assumptions explicit. SA A NO D SD

Any discipline includes a field of study, an organized body of knowledge and a method of inquiry combined. The field of study refers to the data studied and the types of questions asked by practitioners in the discipline. These questions define the data of the field and so its boundaries. Indeed, practitioners from the different disciplines differ more in the questions asked then in the general phenomena studied. SA A NO D SD

A structure of a discipline refers to the way in which a practitioner in the field relates facts and concepts. In those disciplines aimed at prediction, a structure includes the concepts, generalizations, and broader theories of the discipline. However, there is no one structure for any discipline. Structures are developed by practitioners of the discipline to help them make sense out of the real world; the structures change as the practitioners engage in further study and see new ways of organizing data. Furthermore, practitioners do not agree on any one structure at a given point of time. They may agree on a number of key concepts or generalizations, but they tend to relate them in different ways and place differing degrees of emphasis upon them. SA A NO D SD

In addition to the field of study, any discipline includes an organized body of knowledge. The body of knowledge consists of far more than an accumulation of facts. Unless facts are grouped to show their relationships, they are of little help in explaining events, places, or topics. Scientists attempt to describe, order, and explain the phenomena in their field. Most of them also hope to develop laws which will enable them to predict. Scientists describe and order their data by developing concepts which relate like things. They attempt to explain and predict by discovering relationships among concepts — relationships which hold true in many, if not in all, cases, in which specified conditions exist. The generalizations can be used to explain isolated facts if these facts are instances of the phenomena explained by the generalization. Generalizations are of differing levels of usefulness. A low level theory or generalization might relate only two variables or concepts. A middle range theory might relate a number of concepts and the data in a major part of a discipline. A broad gauge theory would relate the data and concepts in the entire discipline. Scientists are trying to develop acceptable ones, although they have developed many low level and middle range theories which have achieved wide acceptance. SA A NO D SD

Whatever the structure, the key concepts of a field of knowledge become tools for analysis, and, along with the generalizations about them, help people make sense out of new data. They are of more lasting value than discrete data or singular propositions of the field, even though they, too, may change. SA A NO D SD

All fields of knowledge are constantly changing and at an ever-increasing rate of change. Consequently, it is not enough to know something about current ways of structuring knowledge and current theories within the sciences. It is highly important to think of knowledge in a discipline as including knowledge about what is not known, the questions which need asking, and methods of advancing knowledge in the field. Teaching students the methods and techniques of scientists should make them better consumers of science information. Some of these techniques and the general problem-solving approach are also useful to citizens in their everyday lives — and to teachers as they face problems in their teaching. SA A NO D SD

Any discipline also includes a general method of inquiry, such as empiricism in the social and the natural sciences, a set of tools or techniques for carrying out the general method of inquiry, and a method of emplanation. In the sense that the concepts of a field focus and direct inquiry, these concepts are also tools of inquiry. SA A NO D SD

No science is value free. Scientists share certain scholarly values. Some of these are quite similar to values supported by those who believe in democratic processes for resolving conflict. Both science and democracy demand a commitment to the examination of social attitudes and data and support for independent thought, for the expression of different points of view and interpreting evidence, in an effort to help predict possible consequences of following certain value positions. Both require a critical evaluation of sources of information. Teaching the methodology of the sciences should, therefore, reinforce efforts to teach some of the basic tenets of democracy. SA A NO D SD

Since the sciences are always changing, it is important for prospective teachers to learn sources which they can use to keep up with changing ideas in the disciplines. They also need to develop the habit of keeping up with changes, of reading widely. SA A NO D SD

Implications for Social Studies Objectives for Schools

V. ASSUMPTIONS ABOUT LEARNING

Moreover, a positive self concept in one's social ability, or a positive general self concept, is a necessary condition for affective learning related to empathy, positive regard, and the ability to behave in a genuine fashion. Those who do not respect themselves as persons cannot learn to respect others, trust them, or emphathize with them; they cannot really learn to value human dignity. SA A NO D SD

Considerable research has been done on the effects of self concepts upon learning. Findings indicate clearly that learning is facilitated by a positive self concept. A positive self concept of one's learning ability is a necessary condition for learning, while a low self concept of one's learning ability acts to set limits of achievement for the individual. Self concepts of learning ability are correlated with IQ scores, but when those of similar intelligence are studied, self concepts of learning ability of low achievers are significantly poorer than the self concepts of high achievers. One's self concept of learning ability is not generalized to all fields. A person may have a good self concept of learning ability for math or science but not for social studies. If so, one is likely to achieve better in math and science than in social studies classes. SA A NO D SD

Assumptions about learning have obvious implications for any educational program, including any teacher education program. Such goals relate either to behaviors needed to facilitate a good learning climate for other students or to behaviors which, if possessed, facilitate one's own learning. SA A NO D SD

Content and affect associated with learning situations should be matched to the level of acceptance or readiness of the students as individuals and as a class. Some elements to be considered are: societal, cultural, and social class norms, and the norms within a specific class; expectations held by students of the teacher's role and of the role of students; the learning history of the class as a group and of individuals in the class; the developmental stage of pupils in the class, including their cognitive, moral, and career developmental stages, and their physical needs and personal concerns arising out of their general level of maturation; the needs of different individuals for structure and security; personality characteristics such as dogmatism or authoritarianism; learning styles of individuals; the attitudes of students toward the subject, the teacher, other students, the school, and themselves; overwhelming personal problems which seem to confront certain students; the learning rate of students; and the learning and perceptual set of students. An alertness to these individual differences helps teachers work with students, even though they cannot diagnose differences as well as would be desirable, and even though too little is known about the best ways of working with students of certain kinds of personality characteristics and learning styles. Obviously, these differences have implications for the ways in which teachers adjust learning experiences to both different classes and individual students. Teachers cannot expect to teach all classes in the same way, or have all students doing the same things, if they hope to facilitate the learning of all. SA A NO D SD

Dissonance, if it is not too great or too threatening, promotes problem solving and the reorganization of ideas and values. However, the amount of dissonance must be adjusted to individual students and class differences, or it may result in the rejection of new ideas. Nevertheless, students are unlikely to move to higher cognitive or moral stages, or to give up old ideas for new, unless they find discrepancy between what they now know and believe and new ideas — a discrepancy which they accept and which they wish to investigate. SA A NO D SD

Students are more likely to be interested and involved in content material and in learning skills — and so to learn more — when they have a clear knowledge of the goals to be achieved, and when they accept these goals as relevant to their own goals and life. They are more likely to accept them as relevant if they have participated in the development of goals and objectives. They are more likely to be interested and involved if they perceive learning experiences, and content, as relevant to their goals and their lives. SA A NO D SD

Learning is facilitated by the development of problem-solving skills. Those who have learned how to study problems, and a series of problem solving skills, are more likely to learn faster when faced with problems in the future. SA A NO D SD

Skills and affective learning are affected by the models a student observes. Consequently, it is important that teachers be able to, and that they do, model the behaviors desired of their students. It is also important that a teacher education program model a desirable learning program. SA A NO D SD

Learning is facilitated by feedback. Indeed, feedback about how one is doing is necessary to learning. Feedback can come in varied forms. It may result from careful observation of one's own performance. It may come from perceiving effects of one's actions or "knowledge of results" of what one has done. Or feedback may come from other people, including the teacher, about errors, appropriate responses and actions, etc. Early feedback may prevent practice of behavior which is an error or inappropriate. Retention of learning is facilitated by practice and by application to new situations. SA A NO D SD

Cognitive learning is facilitated by the organization of data, concepts, generalizations, and theories, by attempts to relate new learning to past learning, and by constantly reorganizing ideas as one studies new situations. The use of some structure of a field when teaching thus facilitates learning. Moreover, students should learn to structure material themselves if they are to be effective learners in the future. SA A NO D SD

Learning is also facilitated by reinforcement — both that provided by the environment and that scheduled by the teacher and others. Reinforcement may be positive, that is, it may provide students with something they want when they perform correctly or appropriately. Such reinforcement could consist of praise or attention, or, if other kinds of reinforcement fail, it could consist of such things as concrete objects desired, time to do things which a student wants, etc. Negative reinforcement involves removing something which a student dislikes, if performance is appropriate. To use reinforcement effectively, a teacher needs to know what kinds of things will provide reinforcement for different students. Behavior which is reinforced tends to increase or be strengthened; behavior SA A NO D SD

which is not reinforced tends to decrease or be weakened. Moreover, the effectiveness of reinforcement tends to increase or be strengthened; behavior which is not reinforced tends to decrease or be weakened. Moreover, the effectiveness of reinforcement varies with types of reinforcement schedules used. A teacher's decision about whether to provide feedback or a reinforcer for a pupil should depend upon whether that pupil is getting adequate feedback and reinforcement in other ways. The student who can function on "naturally" available feedback and reinforcement will be less dependent and more self motivated in the long run than the student who becomes too dependent upon feedback and reinforcement from the teacher.

Finally, learning of all types is affected positively when the socio-emotional climate of the classroom is characterized by mutual trust, empathy, and cohesiveness. The teacher needs to trust and empathize with students. Since peer relationships are so important, one must also be able to facilitate the development of trust, empathy and group cohesiveness in a class in order to create a good learning situation. Moreover, since people cannot really trust or empathize with others unless they have fairly good self concepts, the development of a good self concept by each student becomes important for other students' learning, not just for one's own.

SA A NO D SD

Implications for Social Studies Objectives for Schools

VI. ASSUMPTIONS ABOUT THE SCHOOL AS A SOCIAL INSTITUTION

Assumptions about the school as a social institution have many implications for competencies which teachers should develop if they are to function effectively in a school. They also have a few implications for goals.

SA A NO D SD

Not all education takes place in the classroom. Teachers have responsibilities for educating students in other school situations, both formal and informal. Moreover, the school is not the only educational influence upon students. Staff members must be aware of, and take into account, these other educational influences and use community influences, where possible, to help achieve educational goals.

SA A NO D SD

The school may be viewed as an organization that is established by society to achieve specific ends. It can be thought of as having both inputs from society and outputs — the educated children. Inputs include: (a) the kinds of children sent to it, with specific kinds of backgrounds, abilities, attitudes, etc.; (b) resources which are available, including teaching staff, materials, buildings, and financial support; and (c) demands from parents, both educational and noneducational. At times, community members look at scarce resources and reduce financial support to the school below that level perceived by staff members as essential to achieving goals. At such times the staff must

SA A NO D SD

get along with reduced budgets for materials, reduced salaries or salary increments, or behavior loads and the threat of loss of jobs. Or they must be able to win needed financial support from community members. Moreover, teachers frequently face pressures from community groups or parents to teach, or not teach, certain things, to use, or not use, certain materials, or to use strategies of teaching to which parents were exposed when in school. Teachers must be able to explain their course goals, teaching strategies and materials. If they are to do so effectively, they need to develop a logically consistent rationale for teaching and learning.

Like any organization, the school is characterized by a role structure and by norms and values. The role structure specifies a division of labor that is thought to be (or was in the past thought to be) efficient for accomplishing the school's task of educating students and maintaining the school as a functional organization. The norms and values integrate the different roles by providing an ideological framework to justify and coordinate the task behaviors of the members of the organization. The formal structure includes roles and relationships among principal, assistant principal, guidance or counseling personnel, school psychologist, social worker, curriculum consultants, nurse, teachers, students, secretaries, and custodians. This structure varies from school to school, in part because of the different people who occupy the roles and interpret them. The formal structure also varies somewhat from school district to school district, because of formal decisions and regulations.

SA A NO D SD

The formal structure which has developed in a school may no longer be the most efficient one possible to achieve educational goals. Any large institution is likely to develp bureaucratic tendencies, some of which are not goal oriented. Knowledge of the informal as well as of the formal structure in a school helps a teacher or a student get along in the system, and makes one more effective as a change agent to achieve reforms one thinks needed.

SA A NO D SD

Within any social organization there are also informal structures and distributions of power. There are likely to be people who have much influence without any official position. For example, some students in classes have great influence over their peers. Certain teachers have more influence than others upon staff members or administrators, even though they may not have higher rank.

SA A NO D SD

Within any school there are many norms and values not included in the written rules. These informal norms relate to such things as student expectations of teachers, the principal's expectations of teachers, teachers' expectations of students, of other teachers, and of administrators, and students' expectations of each other. There are norms and values developed among the student body at large, among different subcultures within the student body, and within any class. Indeed, any class has its own class culture. To be effective, a teacher must be able to identify these norms and values, adjust teaching to them and/or attempt to change them, and be able to use techniques to change them.

SA A NO D SD

Any social organization requires some minimum of order and rules if it is to operate effectively. This means that there must be some order in classrooms and in the halls and other meeting places in a school. There is also a need for rules of behavior in these places. All school rules which are not enforced by some staff

SA A NO D SD

members will be difficult to enforce at all. However, the amount of order and the number of rules needed in a situation vary with the tasks to be performed and the people involved. Obviously, teachers need some competency in maintaining classroom control and control in other school situations. Moreover, they also need to know how, and when, to adjust classroom control techniques and rules to different situations and groups.

Moreover, group cohesion and morale in any staff, or in any class, affects task performance. Teachers who wish to achieve goals with pupils must be concerned with ways of promoting group cohesion and morale in their classes. Teachers who wish to work in a school which is effective in achieving school goals, and which is a pleasant place in which to work, must develop competencies which facilitate the development of group cohesion and morale among a total school staff. Administrators can affect staff morale, but teachers must do their part, too. SA A NO D SD

Any social organization must maintain some records and probably must require some written reports. The job of the teacher includes some clerical responsibilities, as well as responsibilities for keeping plans and other records which can be used by substitute teachers and other staff members. SA A NO D SD

Reward systems within schools differ from those in the private enterprise system. In most schools teachers get little recognition from administrators for good teaching. Good teaching is not rewarded by increased pay. Nor are there opportunities in most schools for promotion if the teacher wishes to remain a classroom teacher. Consequently, teachers must learn to obtain other kinds of rewards in teaching, or they will not be satisfied in their jobs. Moreover, those planning to enter teaching need to assess their own goals and personal needs. What things bring them satisfaction? Can they be satisfied with the kinds of rewards available to teachers in schools? If not, they need to reevaluate their career goal. SA A NO D SD

Schools, like any institution, tend to be difficult, but not impossible, to change. However, most teachers know little about factors which facilitate and those which hamper change. As a result, most try to adjust to the current situation; they excuse their actions because they "can't do anything" about current rules and regulations or "the system." If schools are to be changed, teachers must learn to be change agents, with the skills needed to help bring about change. SA A NO D SD

Implications for Social Studies Objectives for Schools

VII. ASSUMPTIONS ABOUT WHAT THE ROLE OF THE SCHOOL SHOULD BE IN A DEMOCRATIC SOCIETY

One's assumptions about what the role of the school should be in a democratic society have important implications both for goals for school programs and for characteristics of a teacher education program. We take something of a middle-of-the-road position. We do not believe that the school should exist only to pass on the cultural heritage, solely to meet immediate needs of youth, or just as a medium for changing society. Rather, we believe that the school has some of each of these functions.

SA A NO D SD

Any attempt to teach must include the teaching of scholarly values (such as a commitment to the objective examination of social attitudes and data) if the school is to help students understand the sciences and use them intelligently. Moreover, any society will have extensive and disruptive conflict and disorder unless there is general acceptance of at least some basic values. In a democracy, these values include those related to the ground rules for the operation of a democratic form of government — processes and rules to be followed in resolving conflicts which are bound to arise in any society. It follows that the role of the school in a democratic society includes a responsibility for helping to transmit these basic values as part of its role in the socialization process.

SA A NO D SD

Although schools are established in part to help transmit the cultural heritage, no school could or should transmit all of it. For example, it should not try to pass on the attitudes of racism and sexism, which are certainly a part of our culture. The transmission of the cultural heritage must be selective in terms of an analysis of the significance of different values in a democratic society, in terms of beliefs about what knowledge is, and how one knows, and in terms of an analysis of society and the needs of citizens in that society.

SA A NO D SD

However, the means used to develop either the basic values of a democracy, or the scholarly values, should not be inconsistent with the values themselves. For example, they should not involve indoctrination, without critical examination of the values by pupils. Moreover, although the school has the right and duty to develop certain basic values inherent in a democratic system, it does not have the right to inculcate particular viewpoints about specific public policies; to do so would be inconsistent with the democratic ideology.

SA A NO D SD

Although we do not believe that the chief job of the school is to provide blueprints for changes in society, we do believe that students can be prepared with skills and the more analytical concepts which will enable them to cope with, and bring about, change in society.

SA A NO D SD

Transmittal of the cultural heritage should be selective in the area of knowledge and skills, just as it is in the area of values. The selection should be made in terms of significance for helping students understand and cope with the changing world in which they live. Since concepts and generalizations about these concepts are tools of inquiry, concepts and transferable generalizations (far more than singular generalizations about single events, topics, etc.) have an important place in a curriculum designed to teach the most important aspects of the cultural heritage. Students should learn, however, that concepts are constructs whose validity depends upon their usefulness in answering the questions which people wish to raise.

SA A NO D SD

They should also learn the tentative nature of all generalizations and theories. Furthermore, it is most important to teach processes of inquiry than it is to teach concepts and generalizations. Given the changing nature of knowledge, students must learn those skills which will enable them to keep up with the changing body of knowledge, and to deal with problems as they arise.

Moreover, the school should help students meet their immediate needs, as well as prepare them for future needs as citizens in a democracy. Such needs may be met by the way in which a teacher works with pupils, by the atmosphere developed in the classroom, and by nonclass activities in school or outside of school. However, students should also be taught to apply concepts and inquiry skills from the sciences to an analysis of their own problems.

SA A NO D SD

An acceptance of the democratic philosophy leads to the acceptance of the belief that the school has another role in addition to the transmission of selected parts of the cultural heritage. This role is to provide individuals with equal opportunities for developing their talents and to teach them insights, attitudes, and skills which will help them lead productive and happy lives. The school must help individuals develop the skills, knowledge, and motivation needed to take advantage of later opportunities. To do so, it must help them develop a sense of self worth. Schools should help students obtain the emotional support and develop the value commitments needed for living a good life. Students should learn to examine their values in order to raise them to a level of conscious, rather than unthinking, attachment and to develop a consistent value system.

SA A NO D SD

Implications for Social Studies Objectives for Schools

FEEDBACK/WHERE WE HAVE BEEN/WHAT WE HAVE GAINED/WHERE TO GO NOW

I have learned that:

1)

2)

3)

4)

I have learned to:

1)

2)

3)

4)

I have come to believe that:

1)

2

3)

4)

I am now committed to:

1)

2)

3)

4)

The consultant who conducted this session was:

INFLUENCE

1. In general, how much influence do you think the following persons, or groups *now have* in making decisions about the social studies program in your school? Please indicate how much influence each person or group has by circling the appropriate number.

	None	A Little	Some	Considerable	A great deal
a. The local school board	1	2	3	4	5
b. The superintendent	1	2	3	4	5
c. The building principal	1	2	3	4	5
d. The social studies supervisor/coordinator	1	2	3	4	5
e. Teachers	1	2	3	4	5
f. Students	1	2	3	4	5
g. Parents	1	2	3	4	5
h. College consultant in social studies	1	2	3	4	5

2. Now go back over the list and indicate how much influence the persons or group *should have* in making decisions about the social studies program in your school. Draw an arrow from the original circled number to the number representing the influence they should have.

   1 2 3 4 5

   If you think the amount of influence should remain the same, draw a second circle around the first one:

   1 2 3 4 5

EFFECTIVE CITIZENSHIP EDUCATION: A Basic Goal of Education in the United States

1976
Committee on Citizenship Education
Council of Chief State School Officers
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"A people who mean to be their own governors must arm themselves with the power which knowledge gives." With these words, James Madison expressed a concept of citizen education which many Americans have held from the early days of this Republic to the present. Thus, in our country, Americans have considered universal education to be a prerequisite for the success of the "American political experiment." Indeed, much of the effort in American education, including the teaching of the "3 R's", can be interpreted as the preparation of citizens for civic obligations. State laws have required instruction in federal, state and local government. In addition, elementary teachers and secondary teachers of social studies have planned and conducted instructional activities relevant to citizenship education that usually go far beyond mandated requirements.

It is the intention of the Council of Chief State School Officers to reaffirm, through this paper, the position that a primary function of public schools in this nation is to prepare students for responsible citizenship, with emphasis on participation in the political process and in the betterment of society. Such a position is particularly important now, for public issues in their increasing complexity are nonetheless of vital interest to our citizens, if they are to understand and function effectively in contemporary society. The ideals of liberty, justice and equality today depend more than ever on an enlightened citizenry. Whether the American social and political environment will be one where people in future years can live and flourish in freedom relates directly to how well our schools fulfill their obligation of preparing students for their roles as responsible decision-makers and concerned citizens.

This paper has three sections, each of which addresses a broad question for renewing effectiveness in citizenship education:

The current status of citizenship education
Goals for citizenship education
How might the Nation improve citizenship education?

I. THE CURRENT STATUS OF CITIZENSHIP EDUCATION

Although citizenship education has been a major concern of the United States throughout its history, Americans by no means agree on what "effective citizenship" is, or how it is accomplished. Terms such as, "obedient," "law abiding," "participant," "reformer," and "informed" are all used to describe "the good citizen." However, if asked to define and rank these terms in describing "the good citizen," Americans might find it difficult to reach an agreement. Perhaps we can expect only a loose consensus, since freedom in a democratic system extends for the individual the right to define "the good citizen" and "effective citizenship," each in his own way.

Despite lack of agreement on the precise meaning of the term, "the good citizen," there are some common assumptions regarding the purposes of citizenship education — namely citizenship education should:

1) Contribute to the student's knowledge and understanding of civic affairs and political institutions and processes;
2) Increase the student's understanding of personal responsibilities and rights and the rights of others;
3) Raise the student's awareness of citizen-group activities and goals and their significance;
4) Contribute toward the student's responsible participation in civic affairs.

In American schools our students now engage in a variety of activities related to citizenship education. Despite these school efforts, research studies reveal continuing areas of weakness in citizen action. For example, a large proportion of Americans participate little, if at all, in the political processes. Even the right to vote, which in this Nation requires little effort, is not exercised by many Americans. Even women's suffrage and the lowered voting age has not substantially improved the situation. Many nonvoters, when asked why they failed to vote in a recent election, cited lack of interest in politics as their reason. Surveys also reveal that few Americans have an in-depth understanding of how the government works, and many citizens do not recognize or support some of the basic rights found in the United States Constitution. Unfortunately, the lack of concern for fundamental rights is not restricted to "ordinary" citizens, as the Watergate episode illustrated.

Not only do many Americans fail to participate in political decision-making, but many have shown a tendency to disregard their responsibilities to others and to long-cherished institutions. In many instances, individuals have turned their backs on others in need, not wanting to get involved, and some people have tried to secure their demands through destruction of property and a disregard for the rights and basic needs of others. These current day societal problems have implications for, and point up the necessity of, more effective citizenship education.

There is a gap between the goals for citizenship and some of the practices of our citizens. This may be partially due to the fact that citizenship education, in many cases, is limited to in-the-classroom study of state and national history and government. That concept of citizenship education needs to be expanded to include activities which promote citizen participation not only in the political decision-making process, but also in the areas of social awareness and group responsibilities.

We need not look back to a time when good citizenship existed in this Nation, or when good civic education was practiced, for those times were probably never really as good as we remember. What we must do, however, is consider the basic principles of American government as they relate to the complexities of society today in defining goals for effective citizenship education; and, from this consideration, plan activities which promote the individual's participation in the political decision-making process and in the social construction of a better society for all citizens.

II. GOALS FOR CITIZENSHIP EDUCATION

The Council of Chief State School Officers proposes that all schools consider the seven goals for effective citizenship education listed below. Following each goal are statements

which illustrate the meaning of the goal. Underlying these goals and their illustrations is the assumption that citizenship education should not only deal with the rights of the individual citizen, but must also deal with the responsibilities of the individual for the betterment of society through participation in civic and group affairs. The goals and objectives are presented in general terms, partly to stimulate further discussion, and partly because it is questionable whether educators should be overly specific in delineating these particular goals and objectives or in assigning priorities to them. It is simply not the function of public schools in a free society to tell students what to think and do in areas of controversy; rather they should help students understand the issue, the probable consequences, and the different points of view so that they are able to make well-informed decisions and act responsibly. We must not forget that cherished values like freedom, justice, equality, and general welfare often conflict in specific cases and that intelligent adults often differ on how those cases should be resolved (e.g., the Supreme Court has its dissenting opinions).

Not only are the goals general, but the terms used to express these goals are to be understood in their broadest meanings. For example, "citizen," as used in this paper, refers not only to those who by law are citizens, it refers also to people living in the United States as aliens, but still share many of the same rights and civic obligations that our legal citizens have. The term "civic skills" also has a broad meaning, referring not only to skills needed to participate intelligently in the political system as voter, jury member, politician, or lobbyist, but also to skills needed to participate effectively in groups that play important roles in determining the quality of life in our society. "Civic skills" include the ability to make accurate, critical evaluations of media information as well as those abilities involved in listening, communicating ideas, and encouraging others to express themselves — all skills needed for constructive participation in social groups.

SEVEN GOALS FOR CITIZENSHIP EDUCATION

1. The effective citizen should demonstrate concern for the dignity and well-being of self, family, and others, which includes:
   - —Treating others with respect and offering help when needed;
   - —Supporting equal opportunity for all;
   - —Considering the consequences of one's behavior on the dignity and well-being of others.
2. The effective citizen should support the concept of governance by law and oppose unjust applications, which includes:
   - —Understanding the need for law;
   - —Understanding the processes by which laws are made and changed;
   - —Supporting law enforcement by appropriate action;
   - —Working toward the revision or repeal of unjust laws.
3. The effective citizen should support rights and freedoms important for human development, which includes:
   - —Recognizing and fulfilling ethical and moral commitments;
   - —Recognizing and understanding basic constitutional principles and rights;
   - —Applying constitutional principles and rights in making and judging political decisions;
   - —Acting to uphold the rights of all people.
4. The effective citizen should understand the structure, functions, and actual processes of governments, which includes:
   - —Understanding basic purposes of government;
   - —Understanding the need for a variety of political opinions in democratic governments;
   - —Understanding the roles played by interest groups in democratic political processes;
   - —Understanding that democracy is dependent upon citizen involvement;
   - —Accepting and fulfilling civic responsibilities related to the effective functioning of government.
5. The effective citizen should understand that civic action is essential and that he or she should participate actively in civic improvement, which includes:
   - —Recognizing that each person's civic participation is important;
   - —Understanding the many different ways by which one can personally and practically participate in activities which lead to civic improvement;
   - —Participating in planning, implementing, and evaluating activities for civic improvements;
   - —Assisting others in developing civic skills, in developing their personal set of values, and in achieving their potential.
6. The effective citizen should have an understanding of and concern for world affairs; as well as national, state, and local civic issues, which includes:
   - —Recognizing that social, economic, and political conflicts exist;
   - —Recognizing and understanding how world, national, state, and local events and trends are often interrelated;
   - —Understanding how civic policies affect people's lives;
   - —Being aware of major civic problems, considering alternative solutions, and seeking ethical ways to cope with and/or resolve the problems;
   - —Making serious efforts to keep informed about civic issues of importance.
7. The effective citizen should use rational processes when making civic decisions, which include:
   - —Identifying the issues involved, and recognizing which values (liberty, freedom, equality, justice, peace, etc), if any, are in conflict;
   - —Seeking relevant information and alternative viewpoints on civicly important questions;
   - —Evaluating civic communications and actions carefully as a basis for forming and changing one's own views;
   - —Acting responsibly, and being able to justify opinions and actions.

III. HOW MIGHT THE NATION IMPROVE EDUCATION?

There are many ways citizenship education might be improved in the United States. The following suggestions are provided for consideration:

1. State and local boards of education and various national, state, and local organizations or professional educators could indicate support of this paper or create their own discussion paper on effective citizenship education.
2. The U. S. Commissioner of Education could organize and hold national conferences in order to generate recommendations on how citizenship education might be improved. The American Bar Association and state and local bar associations, as well as other national groups, could be among the participants in such conferences.

3. Model programs of citizenship education could be identified and disseminated so that those programs, or parts thereof, that are easily exported may be implemented by districts that find the programs compatible with their philosophies of citizenship education.
4. A TV special could be developed similar to the National Citizenship Test that was produced by CBS in 1965. Possible funding sponsors might include: the major networks, the U. S. Office of Education, the Education Commission of the States, the Council of Chief State School Officers, private foundations, civic and labor groups, or professional, legal and educational groups. The Bicentennial year or decade would be an excellent time for this activity.
5. Regional and state conferences, involving lay people, students, and educators, might be organized to discuss and consider the questions raised in this paper.
6. Curriculum developers and publishing companies have developed citizenship education curriculum materials (textbooks, filmstrips, video-cassettes, simulations, et cetera). These materials could be listed in an annotated bibliography which related the materials to each of the seven goals, and the bibliography disseminated to appropriate local educators.
7. Programs to encourage young people to register and to vote could be developed and implemented in high schools and colleges. Other forms of meaningful political participation might be provided for young people, such as: observing state and local boards in action; serving on advisory councils; and service opportunities with selected governmental offices at local, state, and national levels.
8. Local school personnel could examine conditions in their own schools to see whether they promote the values of a democratic society by helping students develop increased maturity in dealing with meaningful issues. Such conditions that might be examined locally are suggested by the questions below:

—Are students given the opportunity to offer ideas for improvement? Are the ideas of students treated with respect? Are students encouraged to hear and evaluate the ideas of their classmates?

—Are students given increased responsibilities in school as they get older? As they get older, do they have more opportunity to influence decisions that affect them in the classroom and school?

—Are students expected to live up to obligations they have to the school and their classmates?

—Are decision-making processes of this and other societies studied with an emphasis on realism, on recent scholarship, and on how the actual decision-making processes relate to principles of constitutional government?

—Do students study policy questions that pose fundamental issues in this society? Does such study help students understand conflicting political values and other complexities? Does it help students develop productive inquiry and decision-making strategies?

—Are civicly active people involved as volunteers to assist the teacher in specific instructional activities? Are students offered internships in community service field experience programs in government and civic organizations? (Such experiences could involve internships for credit in such places as courts, government buildings, hospitals, departments of education, police departments, environmental organizations, and labor and business organizations.)

The eight suggestions above might be discussed in a variety of ways throughout the nation. They may be used separately or in combination. It is our hope that the ideas will be refined in discussion and expanded with the result that citizenship education in the United States will be improved significantly.

NEEDS/RESOURCES DIAGRAM

Home_____

Activity_____

NEEDS I HAVE	RESOURCES I HAVE TO OFFER

FORCE FIELD DIAGRAM

Status Quo:	Goal:

Driving Forces → ← Restraining Forces

SELF

OTHERS

SITUATION

Establish Priority — Reduce restraining forces rather than increase driving force

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Affective Concepts*

The affective domain is concerned with interests, attitudes, opinions and values. These are essential ingredients of a good social studies curriculum and need continual reinforcement through all the disciplines. Although we have tried to include most of the major affective concepts, this list is not a definitive one, and teachers should feel free to use any others which seem of particular significance to their situation.

Freedom
Justice
Equality
Honesty
Objectivity
Empathy
Prejudice
Humanism
Loyalty
Responsibility
Individuality
Self-concept
Acceptance of majority decision
Clarification of one's own values
Commitment to one's own values
Respect for rights and values of others
Appreciation of diversity
Selfdiscipline

Social Studies Processes and Skills

These processes are applicable to all areas of social studies, but certain ones will be more appropriate in the achievement of various objectives. Teachers should exercise flexibility in determining which processes they can use most effectively in a given situation. Selected processes will be implemented in a variety of strategies/activities designed to achieve the stated objectives.

Observe
Classify
Analyze
Infer
Interpret and use maps, globes, charts, graphs, pictures and artifacts
Synthesize ideas
Locate and evaluate varied sources
Use sampling techniques
Role play
Interview
Present ideas in a variety of oral and written forms
Use appropriate questioning techniques
Cooperate in group activities
Predict future trends or possible solutions
Solve problems through an inquiry approach

1. Define problem
2. Examine available data
3. State a tentative hypothesis
4. Identify needed evidence
5. Collect evidence from variety of sources
6. Evaluate sources
7. Organize data
8. Draw inferences and seek relationships
9. Draw a conclusion
10. Apply to a new situation

*This section has been adapted from the Social Studies program of the Pennsylvania Department of Education.

Cognitive Concepts as Building Blocks for Curriculum Development

The following section lists the major cognitive concepts from the seven major social science disciplines. These are not necessarily the only concepts from each discipline, but an effort was made to provide a concise list of many of the major ones. Curriculum development teams should certainly feel free to add other concepts and to selectively choose those concepts most relevant to their needs.

The concepts are followed by a list of generalizations. The main purpose of supplying these generalizations is to clarify their relationships with the accompany concepts. Although they could possibly be used as building blocks for curriculum development, it is suggested that concepts will lead to more divergent thinking.

An example is then provided to illustrate the development of a single concept into performance objectives and suggested strategies. The objectives are not as specific as some authorities suggest. This is deliberate, since we believe that objectives too precisely stated often result in a low level factual recall rather than in open-ended discovery. Many of the objectives should lead to higher levels of student performance such as classification, analysis, application, synthesis and evaluation.

The suggested strategies are not meant to be definitive. It is the teacher's prerogative to select activities in accordance with his/her background and style, the materials available and the needs of the particular students. This framework should provide individuality for both teachers and students. There are many ways to achieve stated objectives and new materials may be "plugged in" at a later time without changing the basic design of the curriculum.

Cognitive Concepts of Anthropology

Culture
Cultural change
Cultural lag
Organization (social, political, economic religious, aesthetic)
Kinship
Symbolization
Linguistics
Archaeology
Beliefs
Ethnology
Artifacts
Acculturation
Enculturation
Diffusion
Mores
Customs
Evolution (physical and cultural)
Natural selection
Ritual and ceremony
Social selection
Prehistoric
Agricultural and industrial revolutions

Generalizations

1. All people have universal cultural traits such as:
   a. Language
   b. Technology
   c. Social organization
   d. Political organization
   e. Moral and legal sanctions
   f. Religion or philosophy
   g. Creative activities — art, music, dance
   h. Ways of resolving differences
   i. Methods of protection
   j. Leisure activities
   k. Methods of education or enculturation.
2. All elements of culture, whether explicit or implicit, are integrated.
3. A change in one aspect of culture influences the total pattern of culture.
4. Cultural change may occur by diffusion, invention and innovation.
5. The manner in which a culture adapts to its environment accounts for unique cultural patterns.
6. Acculturation, or the acceptance of ideas from other cultures, is always selective.
7. Cultural lag occurs when the tangible aspects of society change more rapidly than the intangible aspects.
8. Cultural lag may cause problems of integration of cultural patterns.
9. Symbolization and tool making are significant factors in the development of human characteristics.
10. Genetic capacities influence culture, which in turn influences adaptability to environment; thus, there is a continual interaction between biology, culture and environment.
11. Biological similarities are far more significant than biological differences.
12. Cultural differences are far more significant than genetic differences.
13. Races are constantly changing; there is no such thing as a pure race.
14. The worth of each culture is judged by how well it meets the needs of its people rather than by the judgment of people from different cultures.
15. Personality development is limited by cultural values.

Example

Concept: Cultural Change

Placement: World Cultures — High School

Performance Objectives

1. Explain three ways cultural change occurs; i.e., through inventions, innovations and dissemination.
2. Give an example from their own society of each of the above.
3. Provide a reasonable hypothesis concerning possible change in a society due to diffusion.
4. Define cultural lag and provide examples.
5. State problems that might occur due to cultural change and suggest ways of alleviating difficulties.
6. Clarify their own values concerning change in their society.

Suggested Strategies

Teachers may:

1. Discuss cultural changes students are aware of in their own life. List changes and reasons for change.
2. Assign students to discuss with parents, or some older person, the changes occurring between the youth of their generation and the youth of today. Follow with discussion.
3. Have students read several ethnographs of different cultures undergoing change and categorize change as influenced by invention, innovation and diffusion.
4. Have students examine problems occurring in the culture as a result of change and discuss possible reasons for problems. Suggest ways problems might be alleviated.
5. Have students list in order of priority those changes in society that they feel would be desirable.

Cognitive Concepts of Economics

Supply and Demand
Needs and Wants
Scarcity
Surplus
Land or Property
Labor
Services
Capital
Industrialization
Subsistence
Commercial agriculture
Distribution
Price (market)
Production
Money
Profit
Division of labor
Management
Efficiency
Technology
Advertising
Stocks and Bonds
Specialization of labor
Credit
Inflation and Deflation
Depression and Recession
Business cycle
Insurance
Taxes
Monopoly and Trusts
Multinational corporations
Mercantilism
Tariff
Economic determinism
Market economy
Demand economy
Unions
Collective bargaining
Cooperative
Consumer protection
Commerce
Automation
Cycle of poverty
Trade
Corporations
Interest
Resource allocation

Generalizations

1. The individual plays three roles in economic life: as a worker, as a consumer and as a citizen.
2. The general social-political-economic environment affects the individual's economic opportunities and well-being.
3. An individual's economic choices and behavior may affect the system as a whole.
4. The market system is the basic institutional arrangement through which production and distribution of goods and services is determined in a free economy.
5. Markets differ in the extent to which conpetition or monopoly prevail.
6. Most market economies are regulated by laws that protect the consumer or the public good.
7. All economic systems must be concerned with problems of relative scarcity and of unlimited wants.
8. The economic system of a society reflects the values and objectives of that society.
9. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater.
10. A command economy regulates the allocation of goods and services through central government planning.
11. Command economies have not been as subject to fluctuations in the business cycle as free-market economies.
12. Market economies have been more successful in raising standards of living.
13. Real wages, not money wages, are a better indication of how well-off workers are.
14. Productivity is dependent upon efficient work, capital, technology and management.

15. In modern technological societies, service industries tend to grow at a faster rate than production industries.
16. Increased production is dependent upon investment and demand.
17. Technological advances in automation tend to reduce the number of workers necessary in production.
18. In a market economy, prices are the major factor in the allocation of resources and the production of goods and services.
19. The unrestricted accumulation of wealth tends to lead to a reduction of competition within an economic system.
20. Rapidly expanding technology creates problems in manpower training and allocation.
21. Taxes are the major means of diverting incomes from the private to the public sector of the economy.
22. Growing governmental activities (i.e., military) tend to increase governmental control of the economy.
23. The cycle of poverty in underdeveloped nations is characterized by susbsistence economies which lack investment funds, education, surplus and demand.

Example

Concept: Consumer Protection
Placement: High School

Performance Objectives

1. Using the quotation, "The consumer must always be his own first line of defense," the student will be able to explain the role that education plays as the key to that defense.
2. Demonstrate an understanding of how decisions made by citizens acting as voters at the local, state or national level help to determine regulations that affect the choices of consumers and/or businesses by tracing several recent decisions to show what effects they had.
3. Be able to identify and list laws at the federal, state and local level designed to regulate and/or stimulate business activities.
4. Demonstrate an understanding of the importance of the laws in objective number 3 by describing the effects each law has had on the relationship between government, private business and individual consumers.
5. Be able to explain the protection afforded consumers under laws passed by federal, state and local governments in the areas of consumption and credit.
6. Show that they understand about the protection afforded the consumer by private agencies or organizations by listing them and the services extended.

Suggested Strategies

Teachers may:

1. Have students attempt to trace how recent decisions made by voter-citizens at the local, state or national level have helped to determine regulations that effect the choices of consumers and/or businesses, e.g., election of a mayor, state representative or national representative who favored strong gun-control legislation.
2. Have students prepare and share in class reports on major laws passed by Congress to regulate or stimulate business activities, e.g., FTC, FCC, FDA, Federal Reserve Act, Flammable Fabrics Act, etc.
3. Assign students to study mass media advertising efforts to determine how advertising helps to develop consumer tastes and preferences. Have them identify problems confronting consumers as they attempt to make wise buying decisions.
4. Have students study the characteristics and buying habits of disadvantaged people to determine why and what kinds of special consumer assistance they need.
5. Have students identify and study state and local consumer laws to determine the kinds of protection afforded consumers at these levels.
6. Have students identify and prepare reports on private agencies or organizations which devote their efforts toward protecting consumers, e.g., Consumers Union, Better Business Bureau, Ralph Nader's groups, etc. Note particularly those which are active in the students' own community.

Cognitive Concepts of Geography

Globalism
Round earth on flat paper
Eco-system (life layer)
Areal distinctions — Differences and similarities
Region
Natural resources
Resources culturally defined
Location
Spatial relationships
Habitat
Conservation
Biotic: physical and cultural processes
Communities
Pollution
Distance
Interdependence
Demography
Continent
Ecology and environment
Topography
Climatic zones
Transportation and communication networks
Urbanization
Development
Migration

Generalizations

1. Location of people and economic activities is influenced by both external factors and internal value choices.
2. Environmental conditions place restrictions on cultural choices.
3. Nature and culture are interlocking components of our eco-system.
4. Movement of cultures from subsistent economies and self-sufficient communities toward surplus-oriented interdependent cultures means an increased technology, trade, migration and communication network.
2. The more highly specialized and specifically adapted livelihood forms have limited potential for cultural change. (Nomadic pastoralism and hunting societies are becoming extinct.)
6. Patterns of land use are affected by natural resources, history and values of a society.
7. Climatic zones and topography are significant predictors of environmental conditions.
8. Technological advances that lead to new sources of power may influence location decisions and future environmental problems.
9. Technology provides changes in the environment, both positive and negative.
10. The use of natural resources to better economic conditions often leads to creating dangerous environmental conditions.
11. Regions are defined by set criteria.
12. The key determinant of regional growth is the ability of a region to create a surplus and expand its export base.
13. Communication networks and transportation systems are vital pre-conditions for spatial interaction.
14. Distances can be measured in miles (or equivalent), and terms of time.
15. Benefits resulting from urban conveniences accrue to the firm which locates in an urban environment.
16. Cities are interrelated with other urban areas.
17. Location of industries depends on the accessibility of materials, markets, transportation and qualified labor.
18. Racial, ethnic and economic segregation has had a pronounced effect on urban-suburban development and population patterns.

Example

Concept: The Round Earth on Flat Paper and Globalism

Placement: Junior High School

Performance Objectives

1. Measure distances on a map between two given points with 90% accuracy.
2. Use map symbols to determine varied population densities.
3. Develop a chart from map interpretation that lists available recreational facilities within a region.
4. Identify political divisions within a region or along a transportation route.
5. Determine the best routes for varying types of transportation.
6. Locate different regions within the world with similar environmental patterns.
7. Locate a future industrial site from environmental conditions as portrayed on a map and substantiate reasons for such a location.
8. Investigate the reality of the above choice by research into the area chosen.

Suggested Strategies

Teachers may:

1. Provide state road maps and have students:
   a. measure distances between two given points.
   b. list all cities with a population of 1000 or more along route chosen.
   c. give possible reasons for location of urban concentrations.
   d. develop a chart of recreational facilities within the state.
2. By use of topographical maps of the United States and globes, have students determine the best routes for:
   a. future roads
   b. railroads
   c. ships
   d. airplanes
3. By use of the globe have committees of students locate regions with similar environmental patterns.
4. Assign committees to use the globes or maps to identify placement of different types of industry based on environmental conditions.
5. Assign committees to research the region chosen in No. 7 and determine whether economic realities confirm their location hypothesis.

Cognitive Concepts of History

Multiple causation
Cause and effect
Continuity
Time perspective and chronology
Change
Leadership
Evolution/Revolution
Nationalism/Internationalism
Historiography
Relativity
Objectivity
Civilization
Ideology
Cultural creativity
Oral traditions
Humanism

Generalizations

1. Change has been a universal characteristic of all human societies.
2. A knowledge of the past is necessary to understand present and future events.
3. No historical events have resulted from a single cause.
4. Leadership of certain individuals has had a profound influence on the course of history.
5. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.
6. Changes in human society have been gradual through evolution or have been violent through revolution.
7. All revolutions have altered the institutional structure of society.
8. Technological advances have been a major influence in changing power structure.
9. Basic values and beliefs of every society have been reflected in their creative accomplishments.
10. The motivating factors in human achievement have been either ideological or materialistic.
11. Great ideas have affected all civilizations.
12. Human progress has most often occurred under conditions of inter-societal communication.
13. The rise of nationalist movements, in which a people are bound together by ideology, tradition and political boundaries, has altered the course of history.

Example

Concept: Relativity and Objectivity

Placement: Senior High

Performance Objectives

Students will demonstrate an understanding that interpretations of an historical period or event will differ according to:

1. The passage of time
2. The emotional climate
3. The political structure
4. The background of the interpreter
5. Attitudinal change.

Suggested Strategies

Teachers may:

1. Have students analyze and compare contemporary primary sources with secondary sources written at a later time period.
2. Have students determine the ways in which Russian history was rewritten following the Communist revolution.
3. Have students read two contrasting accounts of the deaths on the Kent State campus (the Report of the National Guard and Report of the Scranton Commission).
4. Have students read or view several books or films related to war, produced in the 1920s and 1930s. How do the interpretations reflect the period in which they were produced?
5. Have students compare British and American textbook accounts of the War of 1812.

Cognitive Concepts of Political Science

Government
Political institutions
Power
Balance of power
Nation
State
Laws
Constitutionalism
Separation of powers
Checks and balances
Laissez-faire
Propaganda
Citizenship
Conflict and conflict resolution
Democracy
Socialism
Judiciary
Legitimate authority
Rights
Due process
Dictatorship
Totalitarianism
Monarchy
Oligarchy
Theocracy
Communism
Fascism
Parliamentary government
Republic
Federalism
Revolution
Lobbying
Political parties
Bureaucracy
Executive
Electoral process
Consensus
Compromise
Arbitration and mediation

Generalizations

1. The study of politics and government includes the study of the institution of government and how individuals behave as citizens.
2. Democracy is government in which the decision making is in the hands of the people, who make their demands known through voting, political parties and pressure groups.
3. Democracy seeks to protect the rights of individuals and minority groups, although its actions are based on majority opinion.
4. Citizenship in a democracy is the exercise of duties, responsibilities and privileges, as a reasoned and functional act of political behavior.
5. Political systems exist to make authoritative decisions binding on all citizens.
6. Political decisions are a result of the need to settle problems, many of which are of a continuing nature, e.g., the conflict between majority rule and minority rights, loyalty and dissent.
7. Every society creates laws, and imposes sanctions and penalties for violations of the laws.
8. There is a division of responsibility and an interdependence at all levels of government.
9. All nations of the world are becoming more interdependent.
10. Individuals can increase their political power through membership in groups that represent their interests.
11. The values of a society are implicit in the political documents and behavior of a people.
12. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.
13. International power is a factor of technological advancement, wealth and size of a nation or agglomeration of nations.

14. Conflict resolution may be achieved through adjudication, arbitration, mediation and compromise.
15. Change in political institutions may occur through evolution or revolution, depending upon the degree of power and the responsiveness of government to change.
16. Modern governments are frequently concerned with economic power.

Example

Concept: Checks and Balances

Placement: High School

Performance Objectives

1. Show by a chart the Constitutional checks and balances in the United States government.
2. "Power corrupts and absolute power corrupts absolutely." Students will explain and give examples to prove or disprove this quotation.
3. Given the three branches of government in a communist state (i.e., Soviet Union) students will explain why the branches fail to control each other.
4. Be able to classify a variety of given activities as being under the control of local government, state government, national government or international control. Be able to substantiate choices.
5. Given a Constitutional problem, students will indicate what procedures each branch of government might take to solve the problem.
6. Identify areas of government operations in which the checks and balances system seems less effective today.

Suggested Strategies

Teachers may:

1. Have students play **Star Power** to realize the abuses of unlimited power.
2. Have students study the U. S. Constitution as it relates to the system of checks and balances. In class they would analyze the system in terms of power granted to and exercised by individuals in the several branches of government.
3. Have the students study and discuss the changes in the interpretation of the Constitution as they relate to the concept of power as it pertains to the several branches.
4. Have the students make a comparative study of the American form of government and that of a communist state (i.e., the Soviet Union), noting especially the powers granted to each branch and the manner in which they are exercised.
5. Have the students study the Constitution to determine what powers are granted to the several levels of government, either by direct assignment or by assumption. They will develop a chart or list of these powers.
6. Assign students the study of the state constitution in a manner similar to strategies number 2 and 4 (above) relative to assignment and operation of powers between the state and local levels of government.

Cognitive Concepts of Psychology

Identity (Self-Concept)
Instinctive Behavior
Learning
Cognitive/Affective
Developmental or Maturation
Motivation (physiological & learned)
Reinforcement
Reasoning (inductive & deductive)
Concept formation
Creativity
Perception
Emotion or Feeling
Frustration
Aggression, Apathy
Heredity
Environmental Influence
Personality
Love
Intelligence
IQ
Values
Attitudes
Habits
Prejudice

***Classical Conditioning**
Operant Conditioning
Trait Theory
Psychoanalytic Theory
Humanist Theory
Mental Retardation
Mental Health
Consciousness/Subconsciousness
Therapy (Psychotherapy & Behavior Modification)
Normal/Deviant
Rationalization
Projection
Compensation
Fixation
Regression

*Concepts in column 2 are related more directly to courses in psychology than psychological concepts related to general social studies education.

Generalizations

1. Personality is a result of both heredity and environment.
2. When an individual's behavior is reinforced in a positive way, the individual may be conditioned to repeat this behavior.
3. Individual growth and development involve a constant process of change.
4. Human behavior is far more dependent upon socialization processes than upon instinct.
5. The long period of dependency of the human species facilitates the learning process.
6. Many human wants are not related to survival but to other culturally induced desires.
7. Human perception is limited and selective and based on a person's view of self and society.
8. Personal experiences, both with individuals and groups, influence an individual's self-image.
9. Motivation is influenced by the intensity of what people want or desire.
10. When people experience frustration, they may exhibit behavior such as aggression, withdrawal, projection, repression, fantasizing, rationalization, and compensation.
11. Habits allow humans to reduce decision-making processes to a manageable level.

12. Personal insecurity, or a weak self-image, often results in prejudice and discrimination.
13. Cognitive learning is based on varied levels of abstraction.
14. A psychologically healthy person is concerned with satisfactory social, emotional and creative fulfillment, as well as biological fulfillment.
15. Intelligence is a function of the brain one is born with, maturation, and how experience modifies behavior.

Example

Concept: Emotion

Placement: Middle School

Performance Objectives

1. Students will demonstrate an understanding that emotions are often expressed through nonverbal means.
2. Students will be able to identify varied types of emotions that might take place under differing conditions.
3. Students will demonstrate an understanding that expressions of emotion are natural and desirable.
4. Students will determine the need to control emotions in varying situations.
5. Students will develop an understanding that other people will react to them as a result of how they act or the emotions they convey.
6. Students will indicate an awareness that frustration can lead to a variety of behavior patterns, including fantasizing, rationalization and projection.

Suggested Strategies

1. Placed in differing situations, students will role-play their emotional reactions without carrying on a conversation.
2. Provided with varied emotions, students will be asked to paint, sculpt, or otherwise display, how they would portray the emotion without words.
3. The teacher will discuss and assist students in categorizing emotions — both positive and negative.
4. Given an unfinished story involving emotions, ask students to complete it.
5. Pair students off and have one student act in a specified way; have the other student explain personal reactions.
6. Present a value clarification exercise on student attitudes toward others showing specific types of emotions.
7. Hold small group discussions of the benefits and harm of showing emotions, based on value clarification exercise.
8. Read selection on how people react to frustraton and discuss personal observations of this.

Cognitive Concepts of Sociology

Social role
Social disorganization
Status
Norms
Social stratification
Groups
Socialization
Education
Collective behavior
Social processes
Rehabilitation
Survival
Social sanctions
Social change
Social institutions (political, family, economic, educational & religious)
Social mobility
Urbanology
Social problems
Folkways — Mores
Recidivism
Public services

Generalizations

1. Norms define the boundaries of social interaction.
2. Differentiation of social roles is based on sex, age, kinship and occupation.
3. Complex technological societies tend toward greater stratification.
4. Social interaction involves cooperation, conflict, assimilation or accommodation.
5. Each society develops institutions to aid the socialization of its members.
6. Socialization is the process by which the individual becomes a functioning member of society.
7. Human survival depends on living in groups.
8. The quality of human existence is dependent on the degree of intergroup cooperation.
9. Groups maintain an internal solidarity and stability of membership by attitudes of exclusiveness.
10. Patterns reflect the degree of social mobility and stratification in a given locality.
11. Social problems arise from a lack of integration within a society.
12. Ecological processes have resulted in continuously changing patterns of population distribution.
13. Collective behavior (frequently) permits individual deviation from societal norms.
14. Groups exercise social control over the activities of their members through a system of folkways and mores.
15. Recidivism is a result of the failure of correctional measures to rehabilitate offenders.

Example

Concept: Social Role

Placement: Senior High

Performance Objectives

1. Students will be able to define and illustrate the following: social role, role change and role conflict.
2. Students will list all the roles which they assume in the course of one week.

3. Students will classify these roles according to the following categories: ascribed or achieved.
4. Students will identify the required roles expected of people in specific social positions in our society.
5. From research on other cultures, students will compare role expectations based on sex and age in different societies.
6. Students will be able to recognize examples of, and reasons for, role conflict in their own lives.
7. From readings, students will give examples of role alteration caused by changes in society.

Suggested Strategies

Teachers may use:

1. Simulation Games

   Have students play a simulation game, such as **Ghetto,** in which they assume the roles of the individuals described in profiles selected; or **Generation Gap,** which will illustrate role conflict in family interaction.

2. Research

   Have each student select a sex, age or occupational role to research in primary source collections dealing with the social history of America, and present class report on this work.

3. Case Studies

   Have students read sociological studies of other cultures and list the variations in the sex and age roles in these societies. Panel discussion on comparison with contemporary American role expectations.

4. Films/Filmstrips

   Show films, such as the series "The Many Americans," dealing with life styles of children from minority groups — Puerto Rican, Afro-American, Chicano, Oriental — to determine the effect of minority group membership on role expectations.

Development of an Interdisciplinary Unit

The following sample unit extends the process of conceptual curriculum development in two ways: by selecting an interdisciplinary topic which involves both affective and cognitive concepts, and by suggesting teaching strategies designed for class, small group and individual activities. This framework will give more emphasis to skill development. With the exception of those strategies directly concerned with established process goals, these activities are merely suggestions. Individual teachers and students will undoubtedly be able to develop their own effective strategies. The criterion is whether the selected strategies will lead to the achievement of the stated objectives.

Thus, it is the objectives that should furnish the major thrust for evaluation. Some of the objectives may be capable of measurement through objective testing. Others may be better determined through subjective tests with established criteria. Thus, a problem-solving case study could be provided. Students would have to use their knowledge base for data, but would be judged on their ability to solve problems and substantiate hypotheses, rather than giving predetermined answers.

There might also be processes and affective concepts that cannot be determined through written tests, but can be evaluated in terms of observation of student behavior. In this type of evaluation, it is important that well defined criteria be established by students and teachers, e.g., individual responsibility in small group activities. In working with affective concepts, teachers must avoid demanding conformity. It is the ability to clarify and substantiate one's own values that is important.

The following example of an interdisciplinary unit is provided for illustrating the above ideas in a concrete form. Although a number of concepts are listed from each discipline, not all the concepts relating to Poverty are mentioned. It must be assumed that a number have been explored earlier in the structure of social studies. Thus it becomes apparent that curriculum revision must take into account the total social studies sequence K-12.

Interdisciplinary Model

Poverty in America

Placement: Grades 9-10

Concepts

Sociology:	Social problem Prejudice/discrimination
Economics:	Consumer protection Subsistence level
History:	Multiple causation Cycle of poverty
Geography:	Segregation Migrant labor
Political Science:	Welfare services Protection agencies
Anthropology:	Cultural lag
Psychology:	Self-concept Frustration

Skills

1. Identify and use appropriate library and community resources.
2. Interpret graphs, charts, tables and other arrangements of statistical data.
3. Role play in simulated situations.
4. Develop communications skills in collecting and presenting information.

Performance Objectives

1. Students will define a social problem and explain why poverty is a social problem in the U.S.
2. Students will list five basic causes of poverty and illustrate the interrelationships existing among these causes.
3. Students will be able to list the various types of welfare programs (federal, state, local) and the eligibility requirements for each.
4. Students will evaluate the effectiveness of the poverty programs in operation in their community.
5. Students will clarify their own values and attitudes concerning poverty.
6. Students will identify and evaluate the agencies which have been established to protect the rights of the poor.

Suggested Strategies for Accomplishing Objectives:

(Choice of the following activities will depend upon availability of resources and maturity of students.)

CLASS

At the beginning of this unit, students will develop a list of attitudes and generalizations toward poverty. They will review this list at the conclusion of the unit and decide whether any of their original statements were stereotypes or misconceptions.

CLASS

Students will locate references and/or collect pictures which illustrate individual and group poverty. Small groups will identify and report on the various types of social disorganization which result from poverty (crime, disease, suicide, fire, etc.).

or **SMALL GROUP**

Students may personally explore a slum neighborhood and describe conditions to classmates.

or **INDIVIDUAL**

Tape an oral interview with an individual from a slum neighborhood.

CLASS/INDIVIDUAL

List the current food assistance programs which operate in the local community. Determine from personal interviews with program participants whether changes might provide more adequate assistance.

CLASS

Read several case studies describing unfair consumer practices and determine what alternative solutions would be available to the victims.

SMALL GROUPS

Check supermarkets in poor neighborhoods to determine any change in prices relative to dates of welfare payment.

CLASS

Given charts and graphs showing the income distribution, demography and welfare payments in the United States, students will be able to locate concentrated areas of poverty and offer possible explanations for each.

INDIVIDUAL

Students will contact agencies for samples of welfare applications and directions for completing them. Each will assume one of the following roles and attempt to fill out an application.

1. A deserted mother with six dependent children.
2. An unemployed migrant worker.
3. A 70-year-old widow living on Social Security benefits of $84 a month.
4. Untrained school dropout.
5. Unemployed Vietnam veteran.
6. Unemployed miner in Appalachia.
7. Unemployed space engineer.
8. Recent immigrant from Puerto Rico.
9. Unmarried mother of a blind child.
10. Disabled father of five children.

CLASS/SMALL GROUP/INDIVIDUAL

Divide class into two groups — each of which will play a simulation game, **Ghetto** or **Sunshine,** with students assuming roles of individuals below poverty level. On the basis of the game discuss the "culture of poverty" or diagram the interrelationships of: living standards, race, employment opportunities, education, housing discrimination, health.